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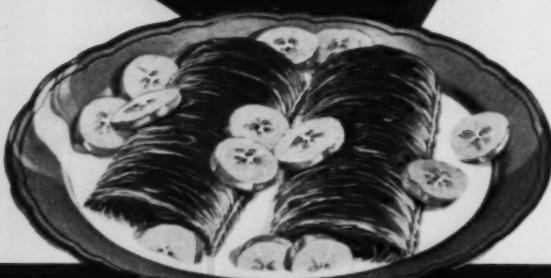


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NOVEMBER, 1938

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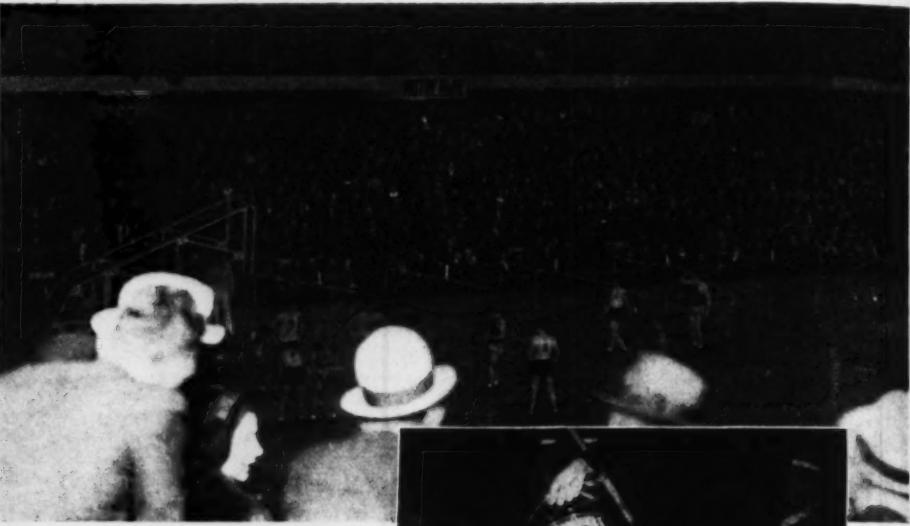
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SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president, Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications to SCHOLASTIC COACH, 250 E. 43rd Street, New York, N. Y.

G. Herbert McCracken, publisher; S. Z. Oppenheim, advertising manager; Western advertising Representative, J. Godfrey, Jr., 360 N. Michigan Ave., Chicago, Ill.; Pacific Coast Rep., E. S. Townsend, Russ Bldg., San Francisco, Calif.

Subscriptions for the United States and Canada, \$1.50 a year. Foreign, \$2. Back issues: 25 cents, current volume: 50 cents, previous volumes. All correspondence concerning subscriptions and circulation should be addressed to Circulation Department, Chamber of Commerce Bldg., Pittsburgh, Penna.

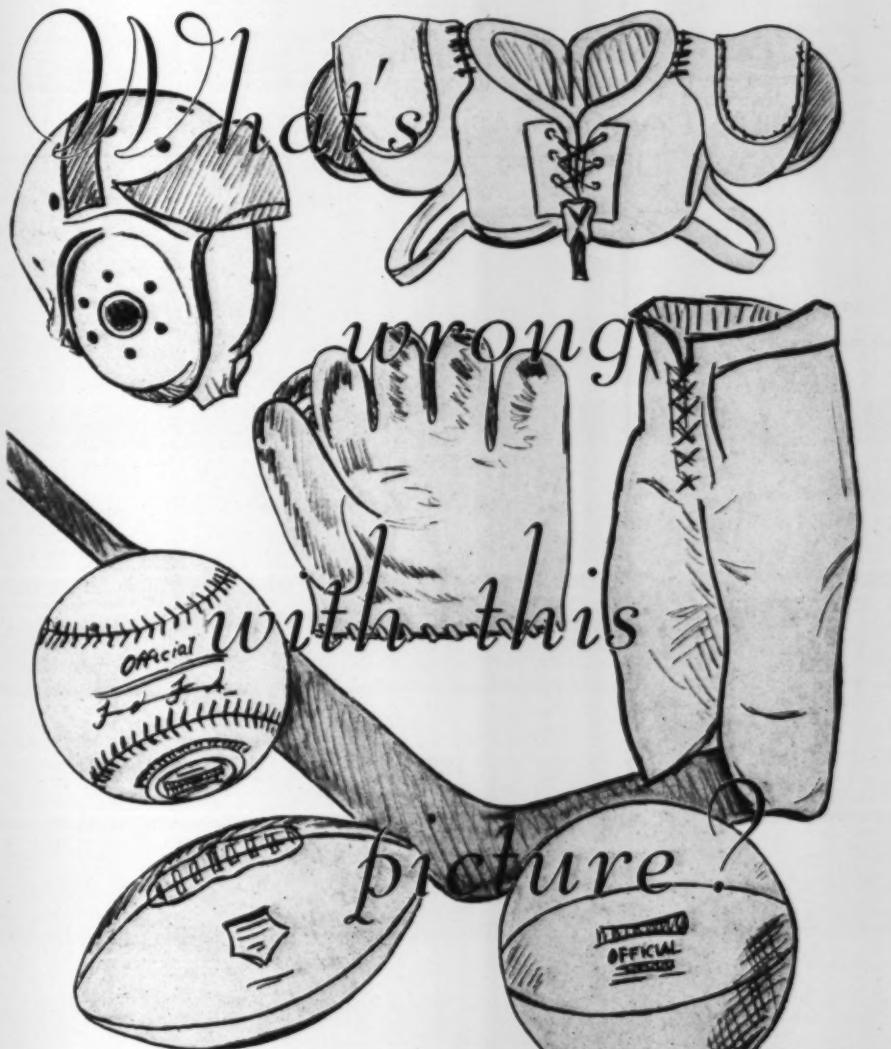
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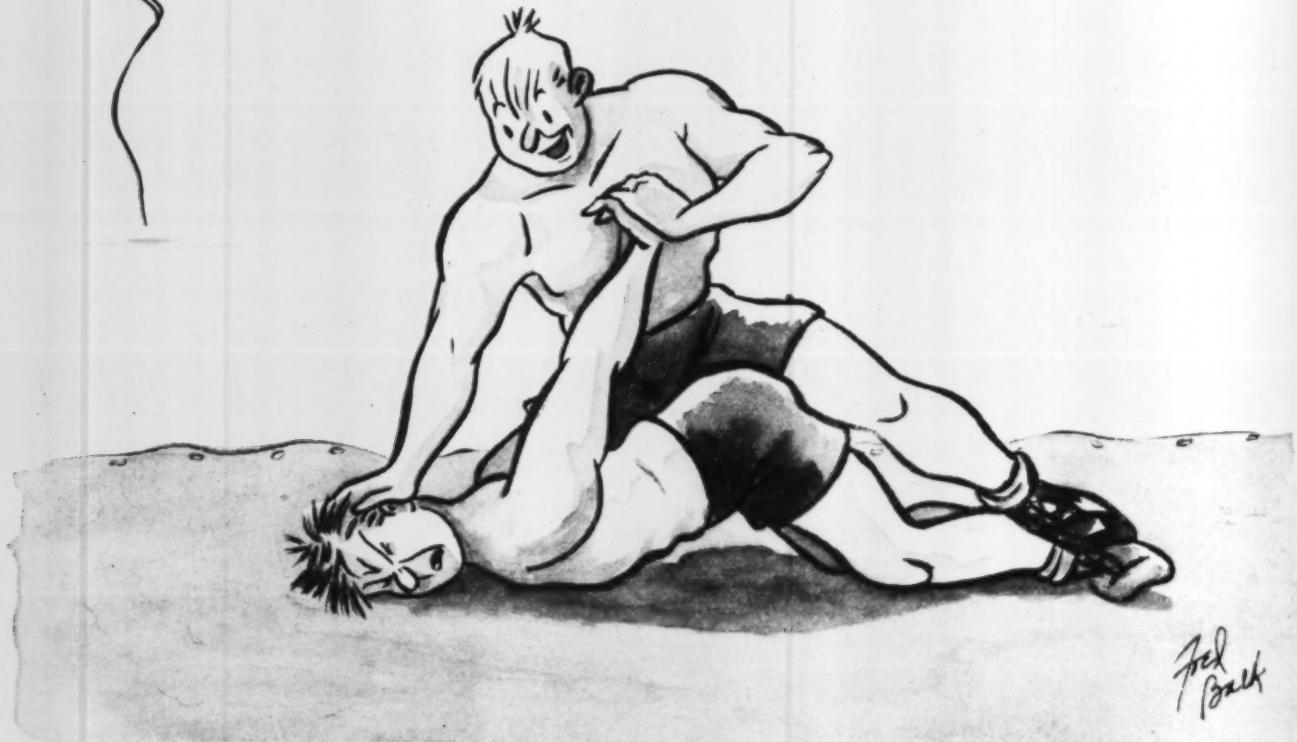
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ANY discussion of the contribution of athletics to character education must depend upon two "If's" and these "If's" are exceedingly important. These are: (1) If we can agree upon a definition of character education, and (2) if we have the leadership to direct athletics into character education channels. Let us examine these two "If's" very informally.

The word "character" as it comes to us from the Greek means "a distinguished mark" — in other words, something that distinguishes one individual from another. It came from the same root as the word character used to designate letters of our alphabet. There were no qualitative implications in the word and it specifically did not have any relationship to conduct. So whatever definition we give the word "character" has to be that given it by common usage. This of necessity will have to vary in different cross-sections of society, because as yet we have no universal principles that can be applied to character which all people and all nations will agree upon. Character in a tribe of head-hunters would be one thing; character in Soviet Russia another; character in Italy or the United States of America another.

From the standpoint of simplicity I will discuss character in terms of good citizenship in a democracy such as we have in this country. I conceive of a good citizen in a democracy as one who is willing to abide by group rules and regulations (laws) which he has helped to make. This distinguishes a democracy from a dictatorship where the individual has no part in the making of the group rules and regulations. We think of democracy as offering a considerable amount of freedom but freedom in the sense that Aristotle defined it—"Freedom," he said, "is obedience to self-imposed rules."

On the moral side I assume that character has something to do with willingness to abide by certain rules and regulations (moral codes) which have been designated by the group as "good" and I should say that we designate a thing as "good"—or may I say "better than something else"—as that conduct which has received the approval of the largest number of leaders of the day who are in a position to judge. We might be reasonably sure of a thing being better than another to the extent that it has re-

ceived the approval of a larger number of groups and cross-sections of society and likewise approval of society through longer periods of time. Thus by testing the results of conduct one generation after another sets forth its best judgment which becomes what I would like to designate the character code for the next generation. Through short periods of time and in small societies this may be a dangerous procedure as groups may be dominated by selfishness or influenced by prejudice.

In summary then it seems that character has something to do with certain sterile characteristics involving tenacity; persistency; keen analysis backed by courage to carry out the procedure in the face of great discouragement; a straightforwardness which would allow for no deception—all of this, however, blended somehow into the conception of one's relationship to his fellow men. The individual would be of highest character who would be willing to include within his circle larger numbers of people to share the good things of life. Possibly the idea in Markham's four lines:

*He drew a circle that shut me out,
Heretic, rebel, a thing to flout,
But love and I had the wit to win
We drew a circle that took him in.*

In connection with athletics, then, I would say that character has something to do with the behavior of an individual who would go into a contest with all his possible vigor and vitality to deliver courageously for his group his best efforts to the end for which the game was established. If along with this courage and persistency the individual would abide with great care to the rules and regulations of the game which the group

*This article by Dr. Jay B. Nash, professor of education at New York University, appeared originally in the March, 1938, Bulletin of the New York State Public High School Athletic Assn. It is reprinted with special permission of the author.

Here Below

The Contribution of Athletics to Character Education *

has established, I would say he has character. The individual with character would play vigorously to win, but he would not violate the rules in order to change the results of the game. He would not violate the rules of the game even if he could do so without the officials knowing it. He would be the individual who by principle believed in following the group rules. Conduct on this high level I would call character.

If we can agree upon this as a definition of character, we can then

discuss the next "If."

Athletics have tremendous possibilities for education if the proper leadership is applied within the school.

If we look about us it is very easy to see the place of athletics in training for character and particularly for citizenship in a democracy. In general, over the world today we see a fight between two theories of government which I should like to call the "we" conception of society against the "I" conception.

The "we" countries are Germany, Italy, Russia and numerous of the smaller dictatorship nations. They sometimes are designated as totalitarian nations. They represent societies where rigid conformation to the group moves is demanded of every individual. No deviation is allowed. Freedom of the individual has been largely blotted out. Censorship has forced rigid compliance. What people read, hear, and see all come under strict censorship. Of course behind the cloak of the "we" stands a very small group, but they operate behind this banner of nationalism. The youths, particularly, are forced into this mold. The German war office, for example, indicated to a congress of school teachers recently: "Everybody realizes today that children cannot be given military education early enough."

Even in the camps individual conformity is enforced by the severest type of penalties. An individual who deviates from the established order is brought before the entire assembly and his uniform is torn from him. The entire camp is made to feel the humility of having its privileges taken away — this, of course, being the more effective way of bringing down the condemnation of the group on the individual. Marching where there is a quick response to command: mass drills where the men

(Concluded on page 39)



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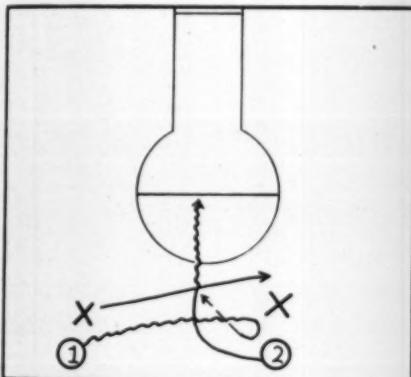
STRIDE Old reliable favorites among boys, Keds Strides carry on with success for intramural sports and gymnasium. Scientific Lasts and Shock-Proof insoles are standbys for comfort. Two-piece, shaped uppers have slant-cut tops to reduce strain at the Achilles tendon. Ventilating eyelets. White, molded type soles. Black, blue, or brown.

NOTES FROM CLAIR BEE'S COACHING COURSE

By Robert McCarnes

The extraordinary scoring records compiled by Long Island University during the past five years is mute testimony of the success Coach Clair Bee has achieved with his particular adaptation of the set-shot. At the Indiana Basketball School this past summer Bee gave a detailed analysis of the shot and various other phases of offensive and defensive basketball. The report on this school was submitted by Robert McCarnes, basketball coach at Riley High School in South Bend, Ind.

SHOOTING has always been Long Island University's forte since Clair Bee took over the coaching reins in 1931. While his attack has been built around a pair of floating pivots, the L.I.U. coach encourages his players to throw 'em up anytime they can get set. He believes it is detrimental to the team's chances if the boys do not shoot after they have worked themselves open. But the shot must be taken from a set position; there is no room in the Bee system for a wild heaver. He stresses the importance of being conscious of each shot and makes his players study the shot so that each

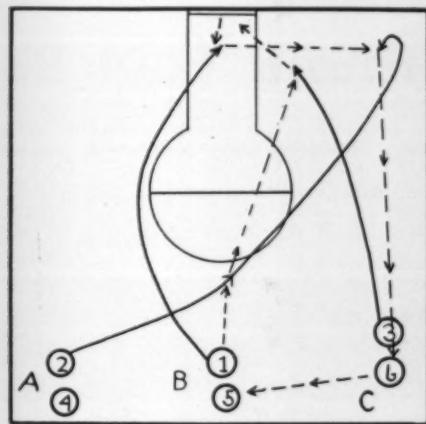


time he fails to convert he will know why he missed.

The remarkable number of conversions at L.I.U. is due to a style of shooting which Bee makes all his players learn at the very beginning of their varsity careers. The ball is placed on the floor and then picked up very lightly by the player with the fleshy tips of the fingers. The fingers are well spread with the thumb and the little finger on the same straight line. The grip is very light, no pressure being exerted by the fingers. The feet are never brought together while the ball is being released. They should be spread with the weight forward, the knees flexed and the heels just slightly off the floor, in something like a sprinter's start. The forearms are parallel to the floor.

While Bee's attack is built around a pair of floating pivots, he encourages his players to shoot anytime they can get set

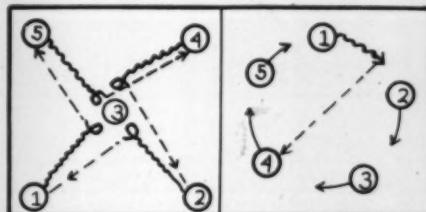
As the knees flex, the arms do not move but still maintain their position parallel to the floor. When the knees reach their lowest point, the ball is lowered and cocked by the wrists. Then the body comes up and the feet leave the floor. The shot is completed with a full follow through of the arms directly at the point of aim on the front rim. The eyes should be trained on the outside rim of the hoop from the moment the player



Above: An offensive drill designed for the entire squad. It starts the drill going by whipping a pass to 2. 2 passes to 3 for a short lay-up shot. 1 follows up the shot and snaps the ball to 2 in the corner. The latter passes out to 6 who returns the ball to the center man (5). 1 goes to line C, 2 to B, and 3 to A.

Left: A two-on-one screening drill. I dribbles toward the center of the court, pulls up short when he reaches a point about five feet in front of X2, pivots and flips a short pass to 2.

Right: A variation of the maneuver on the left. I whips the ball to 2, follows his pass and drops in behind the receiver. 2 gives him a return pass and I starts dribbling to the left. 2 wheels and cuts toward the basket for a pass.

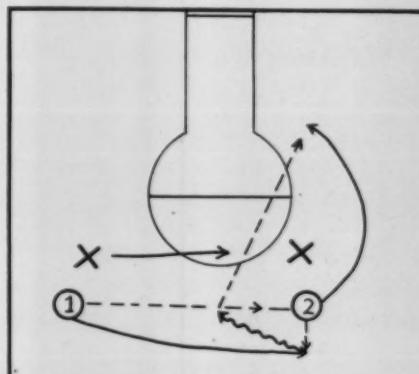


Above: The offensive drill on the left is a good all-round drill to develop the player's ability to dribble, pivot and pass under fire. I dribbles diagonally toward 3, stops when he comes within arm-reach, pivots and flips the ball to 5. I then takes 3's place in the center and 3 moves out to 1's original position. Each of the men then take turns at dribbling, pivoting and passing, the dribbler always exchanging places with the center man. The diagram on the right outlines a voice drill for players to familiarize themselves with each other's call. All players move in the same circular direction. I dribbles with the ball until he hears 4 yell for the pass. He singles out the caller's voice and passes the ball to him. The players keep circulating, calling and passing to each other.

gets set until the time the ball drops through the basket. The coach should catch and correct immediately any tendency the shooter may have to follow the flight of the ball with his eyes. The back is straight throughout the shot.

A shot with a high arch has more chance of going through the hoop than a low-arched shot. If the ball hits the rim after a highly arched attempt, there is a strong possibility that the ball will stop dead and fall through the basket. On a low-arched shot, however, there is a tendency for a lively rebound back into the field of play. While a high arch is desirable, the player should remember that there is such a thing as too much arch. A shot of unusual loft is difficult to control because the player is shooting in two directions, up and forward. The best type of control is obtained from a shot with medium trajectory.

In teaching the boys the positions on the floor from which bank shots



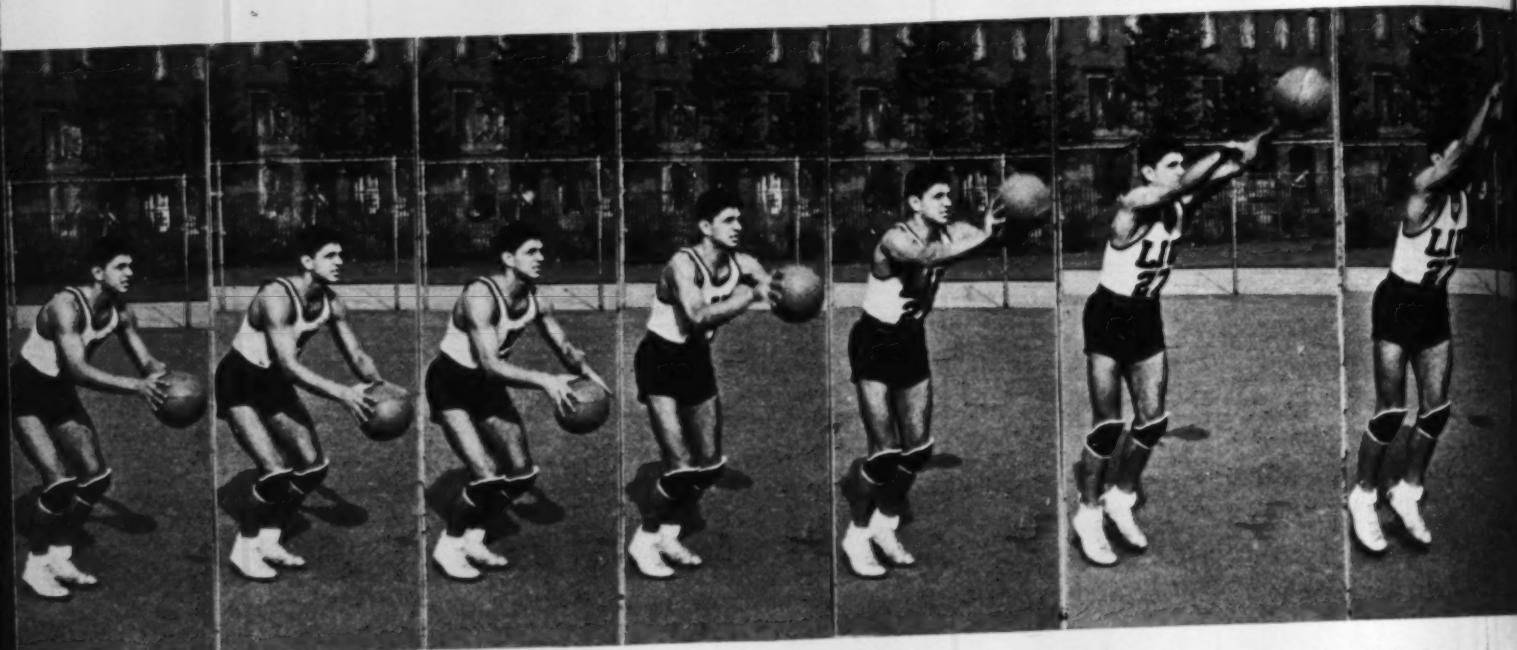
should be attempted, Bee thinks it may help during the first few weeks to demarcate the floor into zones. Just as in billiards the boys should know the angles in order to become proficient on carom shots. The factors to take into consideration in angle shooting are the momentum of the body and the spin of the ball.

On lay-up shots the fingers do the work in producing what little spin there is on the ball. The basic principle underlying the lay-up is the release of the ball from the fingertips of the outstretched arm at the peak of the spring for the basket. The body is relaxed, the back straight and the head up. Bee believes that balance is the main factor on any shot.

After a brief discussion on fundamentals the Long Island University coach continued his lecture with a

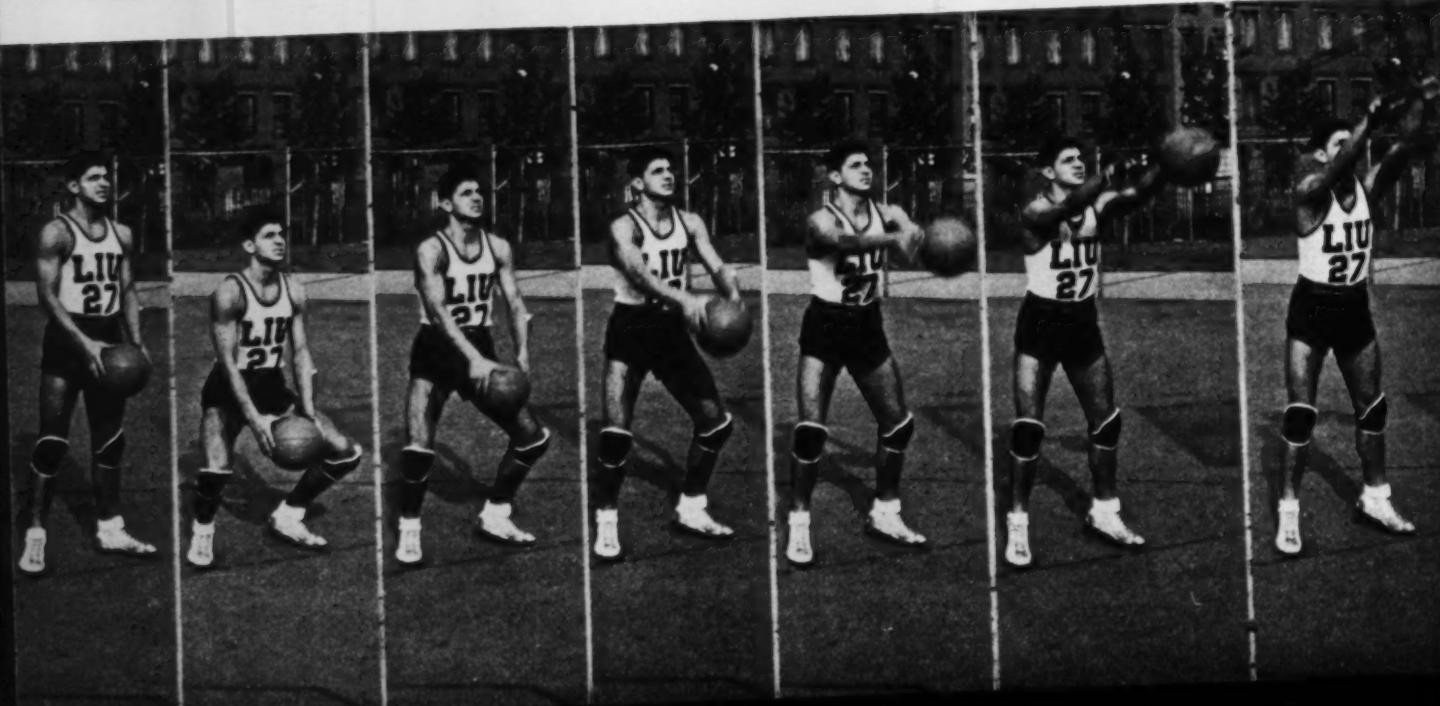


Overhand Foul Shot



Above: Set Shot

Below: Underhand Foul Shot



discussion of team defense and offense. He stated that a zone defense has strong offensive value and will stop a team with a screen attack. When attacking the zone with three out and two in, a pair of good shooters can do a lot of damage from the corners. When two are out and three in, the choice set-shooting spots are those on the side of the court around the 17-foot mark.

Zone defenses should always be attacked from the rear of the defensive men by offensive players who move out to meet the pass. Since the defensive men play the ball rather than the man, a pass to a man coming up from behind him will tend to suck the defense players in toward the receiver. The latter can then flip the ball to either side of the court.

Attacking a zone

Following are a number of rules to observe in attacking a zone defense: break fast before the defensive man in the zone can get set; no long passes except the first one to start your fast break; one man cutting at a time; move the ball until you get the desired set-up; develop good corner and side shots; use plenty of bounce passes (keep the ball as low as possible); don't eye your pass receiver, utilize a full quota of fakes.

The front men in a zone defense usually rush the rear line of passers in order to rush the pass and increase the chances for interception. This can be done effectively because the defensive players up front do not have to worry about the offensive men slipping by them for easy lay-ups under the basket; the cutters can be picked up by the defensive men forming the rear line of the zone.

This places a burden on the ball-handlers in the back court. Smart ball-handlers will accompany each pass with a fake in the opposite direction to mask the real receiving point. Cross-court passes are taboo ordinarily in working the ball against a zone defense. The bounce pass, an easy pass to throw and a difficult one to intercept, should be the stock pass against a zone. The ball should be kept moving with three members of the attacking team in position to retreat quickly should the defensive team intercept the ball.

While a zone defense is set up with the idea of stealing the ball, a man-to-man defense is designed to force the offense to make a bad pass or hurry the shot. The defensive player in the man-to-man should watch his opponent's eyes at all times and cover him by use of a slide or boxing step. The man who guards a pivot

under the basket should play him from the side, never from a position directly behind him.

Occasionally a coach will assign his best defensive player to cover the opponents' strongest offensive man. When he adopts such a measure, he should never tell the boy that he must stop this particular man because he is a good shot, a fine dribbler or a very clever shifter. It is better psychology to tell the boy that you are putting him on the man because he himself is faster and smarter. By doing this the coach is bolstering the player's morale rather than discouraging him by a big build up of his opponent.

Against a man-to-man offense Bee observes the following rules: pass the ball ahead of the man; long cross-court cuts for passes; keep the center of the court open; take plenty of set shots if the basket territory is well guarded; only one man cuts at a time; passer always follows his pass; always have a circulation of men, especially at the finish of a play when two men should be in and three out to stop fast breaks. In Bee's system the boys never take set shots unless two teammates are covering the region under the backboard.

Bee's offense

The L.I.U. coach stations a pivot near each side line in the front court, around which the other players work the same type of plays that are used with a foul-line pivot post. The posts are more or less floating, usually from the corners out. These pivot men meet passes and must feed the scorers. The center is always kept open and Bee tries to shake a cutter loose in this zone. Most of the responsibility for scoring is placed on the shoulders of the men working in the middle of the court. Hence, unless they are more valuable somewhere else, they should be the team's best shots.

This offensive set-up will provide ideal protection against an opposing team that uses the fast break, as the three men working around mid-court are ready to fall back quickly on defense. When one of the three back men cuts into scoring territory, the pivot man not in the play comes out from his side of the court and replaces the cutter. The system limits the cutting to one player at a time.

In passing the ball the passer never throws the ball at the back of a teammate but whips it to a receiver coming toward the ball. The man who is feeding the pivot looks at the pivot man's guard rather than at the pivot himself. In this way the feeder, by his pass, tells the pivot man how his guard is playing him.

Bee's practice session usually begins at about 3:30 in the afternoon. He believes in being present while the boys dress in order to cultivate a closer player-coach relationship. When the boys have slipped into their uniforms they go right into medicine ball drills and then shooting practice with the coach checking all shots. The rest of the session is planned as follows: 4:15—Individual offensive drills; 4:30—Rest, lecture on plays and a general discussion; 4:45—Planning an attack for the next opponent; 5:00—Dummy drills on defense; 5:05—Dummy drills on offense; 5:35—Scrimmage (never more than 30 minutes and on some afternoons none at all). If a boy does something wrong in practice, Bee stops the play immediately, discusses the fault and shows the boy his mistake. The coach should let the boys know that he is on the job at all times. If he shows a keen interest in their play, they will do their best.

During a game the coach should have a reason for every substitution. As the player comes out of the game he should take a seat on the bench along side of the coach. Regardless of what he did wrong, it is a good policy to wait until the play starts again before speaking to him.

Brief Notes

THE most effective way of checkmating a fast break attack, asserted John Adams at the Indiana Basketball School, is to fight fire with fire. Always play a fast break against a fast break. Once your opponents are caught short-handed in their backcourt, they will be loath to break fast a second time and will be willing to slow down the game to its normal tempo.

Adams, coach at Vincennes, Ind., High School, uses set plays only as a last resort. His theory of offense is simple; pass to a receiver coming to meet the ball and then follow the pass. His teams work the ball down the floor as fast as possible, get off the shot and depend upon the law of averages to take care of the rest.

In a set system of offense it takes only one mistake to throw the entire attack off gear. Adams believes that coaches are becoming too scientific with their offenses due to the pressure put on them to win, and that many of our old basketball methods are a good deal sounder than the more modern ideas.

S. O. Storby, coach at Proviso High School in Maywood, Ill., uncovered some interesting statistics on the relative frequency of one-handed and

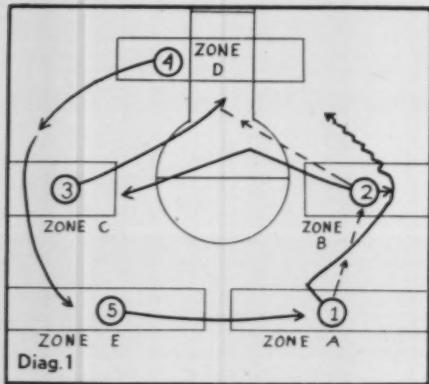
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ROTATION BASKETBALL

By George E. Ramsey

George E. Ramsey, director of the department of physical education and basketball coach at Clinton, Mo., High School, uses a system of offense in which the players circulate along pre-determined lines, from one zone to another. It is a rotary offense but different from the figure 8 made famous at the University of Pittsburgh by Dr. H. C. Carlson.



ALTHOUGH there are a great number of so-called systems or patterns of offensive basketball, many of them are basic in nature and differ from others only because of a few original twists by an imaginative coach. Most teams start their offense from either a 3-2, 2-3, 2-2-1, 1-2-2 or 4-1 formation. But in the long run it is not the system so much that brings about the desired results but rather the timing or execution of the attack.

At Clinton we use a rotating offense in which the players continually interchange floor positions until a scoring opportunity materializes. In this way floor balance is maintained while at the same time a new scoring threat can be developed without loss of time.

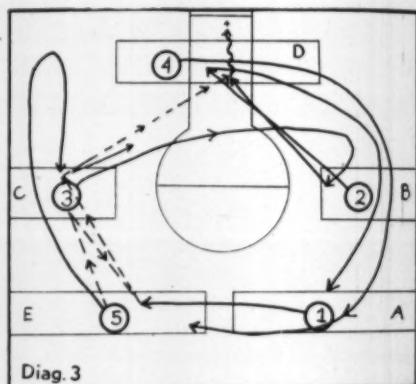
Most rotations are based on triangles, each using three men and allowing the other two men to rest, with all players being in position to form a new triangle on any pass. The rotation used at Clinton is somewhat different than Dr. H. C. Carlson's figure 8 at the University of Pittsburgh. In the first place the players do not move in the figure 8 pattern and, secondly, all five players rotate in a set path depending upon the location of the ball.

The formation is set up as shown in **Diag. 1** with 1 in zone A, 2 in zone B, 3 in zone C, 4 in zone D, and 5 in zone E. The rotation starts when a pass is made to zone B or C.

Player No. 1 may pass to 2, follow his pass and attempt to use the receiver for an outside screen. The op-

in zone E. If 2 takes the first, second, fourth or fifth option, then he leaves zone B and cuts for the basket. If a scoring opportunity does not present itself, he takes zone C.

Should 2 slip 1 a return pass, the latter has several interesting op-



tions. He may dribble in to the basket if he is open or dribble into the corner and pass to 3 cutting for the basket, if covered. If he finds himself trapped and 3 is well guarded on his break, then 1 may save the ball by passing it back to either 5, 4 or 2. If the ball is passed to 4 or 5 then the rotation will start again with 5 in zone A, 4 in zone E, 1 in zone B, 2 in zone C, and 3 in zone D.

The ideal type of player for the 3 position in zone C is one with plenty of drive and a man who can lay up the ball with either hand. As long as 3 can evade his guard and work himself into position for a pass from 2 or 1, he will constitute a potent scoring threat. Since the other men are constantly circulating there is small likelihood of a switch by an oppo-

tion by 2 in zone B follow: First, he may flip a return pass to 1; second, fake a pass to 1 and then whip the ball to 3 who is cutting for the basket or into zone D; third, fake and dribble, then pass or shoot; fourth, pass to 5 in zone A; fifth, pass to 4



ment to cover the free offensive man.

If 3 cannot shake his guard loose after receiving a pass from 2 (**Diag. 2**); he may stop, pivot and pass to 2 who has vacated zone B and followed his pass, or pass out to 1, 5 or 4. At this stage of the rotation should 3 or 2 shoot, all three men in the front-court follow up the shot and 4 and 5 stay back for safety.

When the ball is passed from zone A to E the players in zones B, C, and D do not rotate. Players in zones E and A, however, often exchange zones to facilitate a pass to zone B or C. Should the ball go from zone A to B and then work all the way around from B back to A again, after ten passes there would be one complete rotation of the five players. In short 1 has moved first to zone B, then C, D, E, and back to zone A. During the four years the system has been used at Clinton, the team has never made a complete rotation. A scoring opportunity will usually occur before the seventh pass.

So far only rotation to the right has been discussed. The rotation to the left works in exactly the same manner, only in the opposite direc-

PIVOT SHOT FROM ZONE B: After switching the rotation to the left (see **Diag. 3**), the player in zone B cuts for the basket and receives a pass from the man in zone C. The receiver stops, fakes a shot over his shoulder, pivots off the left foot and lays up the ball with his right hand.

tion. In **Diag. 3**, a rotation to the left, the following options are possible: 5 to 3 to 5; 5 to 3 to 5 to 2; 5 to 3 to 2; 5 to 3 to 2 to 5; 5 to 3 to 2 to 3; 5 to 3 to 5 to 2 to 3.

One of the best scoring plays in this rotation results from a series of maneuvers in which the rotation is started to the left and then changed to the right. Suppose player No. 3 in zone C is an expert shot with his right hand, and you want him to break for the basket from zone B, take a pass in front of the basket and shoot with his right hand. The following rotation would be used: 5 to 3 to 1 to 5 to 3.

Broken down the maneuvering is as follows: 5 in zone E passes to 3 in zone C and follows his pass. 3 fakes a return pass to 5 but passes back to 1 who has moved to zone E. As soon as 3 passes to 1, 3 crosses the court to zone B. 2 is now in zone D and 4 in zone A. 1 passes the ball to 5 who is coming up from the end of the court to zone C. 1 follows his pass to 5, who fakes a return pass then

passes to 3 in front of the basket. 3 stops, pivots on the left foot and shoots with his right hand. (See pictures on this page.)

A player in zone D must remember to evacuate the zone when the ball is passed to zone B or C and goes in the opposite direction of the zone the ball is passed to. For example, if the ball is passed from 1 to 2 in zone B, 4 leaves zone D and rotates to his right, taking zone E. As a rule passes to zone B are made by a player in zone A and passes to zone C are made by a player in zone E.

If the ball is passed to a player in zone B, then the player in zone C becomes the cutter. The cutter always takes zone D if a scoring opportunity doesn't materialize. When a player in zone B or C passes the ball, he evacuates the zone and goes to the opposite side of the court, or if a scoring attempt is imminent he trails the man with the ball to follow up the shot or perhaps may even become the shooter if his teammate should suddenly stop, pivot and pass to him.



ARE BASKETBALL COACHES "DUMBBELLS"?

By W. B. Owen

W. B. Owen, principal and coach at Horse Cave, Ky., High School, is also a director of the state high school athletic association. In the January, 1935, Scholastic Coach, the author described his system of offense which he called "straightaway" basketball due to the straightforward methods employed in advancing the ball. He now contributes his philosophy of coaching.

SEVERAL years ago I made the serious mistake of admitting to a college professor in a graduate course that I was sometimes known as a basketball coach. He expressed surprise that a man whom he had suspected of being reasonably rational and even capable of assimilating the profundities of economics and sociology, should ever be guilty of associating himself with such an uncultured activity as basketball.

He assured me in no uncertain terms that success in basketball coaching was dependent on less resourcefulness and initiative on the part of the coach himself than was true in any other sport. He declared that he had seen basketball teams coached by novices badly drub those trained by famous coaches, and so have I. But over a period of time those poorly trained teams would have about the same chance of success as your local community center team would have against the Original Celtics five of the Holman-Beckman era. Needless to say my grade in that particular course was lowered to the level of those received by students whom the professor had confided to me were ordinary "dumbbells" trying to get a graduate degree.

Essentials for success

Fortunately for the game of basketball by far the greater number of thinking people realize that the various techniques essential to intelligent and successful play are intricate in development and execution, and that expert guidance is absolutely necessary regardless of the material at hand.

Let us review here a few considerations essential to all-round success in basketball coaching that very definitely limit the possibilities of the "dumbbell" in that field. For a reasonable degree of success in basketball I am convinced that every basketball coach must hold certain fundamental convictions concerning the work in which he is engaged. He must realize the absurdity of the idea that any "dumbbell" can toss a few balls on the floor and hope to produce a winning combination from the rank and file of his material.

A coach should never lose sight of the importance of his influence in molding ideals of good sportsmanship in the minds of players, spectators and even the general public. Attitudes of

Horse Cave principal refutes theory that basketball coaching demands very little in the way of resourcefulness and initiative

the wrong kind may be developed that will make a winner at the time but react unfavorably in the end to the discredit of the coach, his players and possibly to the community they represent. A worthy basketball coach regardless of what school or institution he may represent has and must realize a definite responsibility in the educational interests of his community.

Coaching an exact science

A positive belief in the actual educational values of basketball coaching should encourage him to make an exhaustive study of the game and the proper methods of teaching it. In many respects teaching how to play basketball is an exact science requiring special preparation and careful study of the many details involved. Nature, for instance, has so constructed the human body that a right-handed boy can maintain better balance while trying to shoot if he takes off from the left foot. But watch the inexperienced, untrained player try to roll them in after leaping from his right foot. The "dumbbell" coach would probably grumble because the shot was missed, but would he realize what was wrong?

The progressive coach studies the changing techniques and patterns of play with the same zeal that a scientist searches for the unknown. You may beat him once with something new but the next time his team will be ready with the same weapon. Not so the "dumbbell!" The development of initiative is an essential element in the making of a good basketball coach. If too much dependence is placed on appropriating ideas from his colleagues in the field, the coach will eventually find himself plugging tackle holes while the play goes around the end. He must work out his own problems by applying common sense to the job at hand.

Psychological aspect

Athletic competition is moving definitely psychology-ward. This means that the coach of tomorrow is going to find and coach a faster, a more alert and a more subtle player than did the coach of the past, especially in a sport like basketball. In the development of a high degree of subtlety, the coach will have to search for and find what can be called the psychological skills in athletics. It will take an exceptional degree of intelligence for a coach to devise a way of giving a man a psychological skill that he did not possess before. Psychological skills include such skills as split vision, the knack of sizing up a situation quickly, judgment of distance and rate of movement, being at the right place at the right time, etc.

A basketball coach who has enjoyed a successful experience will find that he has become a psychologist in the practical and useful sense of the word. He comes to realize that he must be able to estimate the real value of certain methods and techniques when applied to the individual needs and capabilities of all the players on the squad. He knows that every boy with whom he works has certain characteristics and differences that set him apart from all the others. A tactful and well-planned course of action must be employed to get the most out of players of varying degrees of ability and temperament. Each boy represents an individual problem and it takes a man of keen insight to handle him.

Basketball coaching tends to develop a distinct keenness of mind as a result of the continual battle of wits with rival coaches and players, who quite likely are the exact antithesis of what we would term "dumbbells." Decisions of the coach frequently must be made on the spur of the moment. There is no time for research while the game is being played. The high-scoring forward who is weak on defense should be removed on some occasions in favor of a strong defensive player who may not be so prolific a scorer. The coach doesn't have the time to make a study of trends and correlations concerning the capabilities of replacement personnel. He must be able to think fast, come to a quick decision and then hope for the best.

Business education

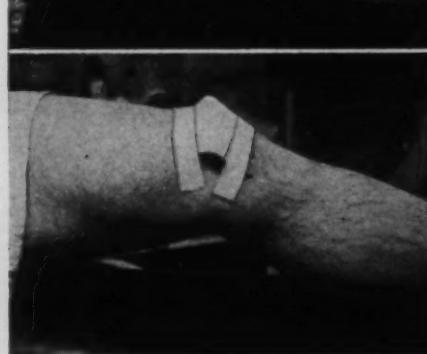
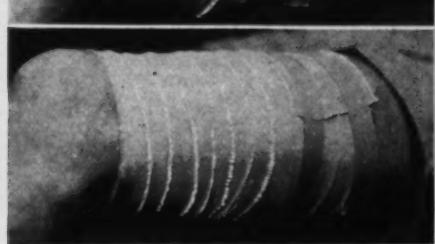
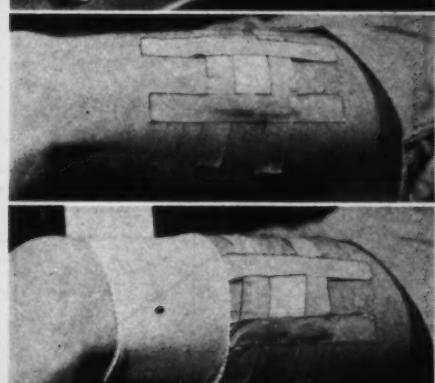
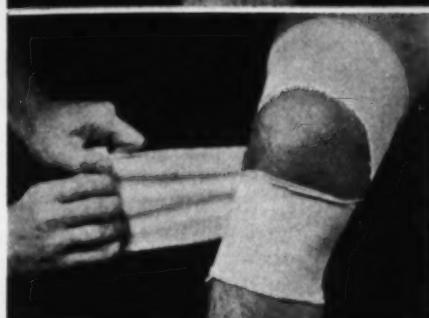
Another beneficial by-product of coaching, particularly in the smaller schools, lies in the coach's connection with the business affairs of the athletic program. He will of necessity acquire a rather liberal business education while dealing with such matters incidental to his job as correspondence, advertising and finances. Making a limited budget cover the needs of an ambitious program requires business acumen comparable to that necessary in most lines of endeavor.

In addition to these strictly educational considerations, basketball coaching affords a wide and varied social experience. Association with many players, coaches and sideline critics are all broadening influences. The coach becomes adjusted to the trying circumstances of competitive sports and disciplines himself to maintain a courteous and sympathetic attitude despite a heart-breaking defeat or a well-deserved triumph. Lastly, the satisfaction that comes from teaching youngsters how to enjoy themselves while building them up physically, mentally and morally is recompense enough for all the effort that goes into the making of a good if not a great coach.

LEG WRAPS

MOST injuries in basketball occur in the region of the leg and foot. The pictures on this page show the treatment for several of the more typical injuries. On the left a four-inch cotton elastic bandage is applied, in figure-of-eight fashion, as a support for a weak knee. The bandage is started with two complete circular turns below the knee for anchorage. It is then brought under the joint to a point above the knee cap where one turn is made around the leg. Working in this figure-of-eight fashion the trainer closes in on the knee cap by circling the leg above and below the joint with alternate overlapping turns. When the entire knee joint is covered, the bandage is fastened securely with clips or adhesive tape.

The treatment for a simple abrasion is shown on the right. The wound is cleansed first with alcohol and mercurochrome or iodine daubed on and around the direct point of injury. A gauze pack is then applied and anchored with two strips of tape. For a more severe abrasion or floor burn (see pictures below) the wound is washed with soap and water rather than alcohol as alcohol may be too strong. After anchoring a three-inch gauze pack with adhesive tape, a cotton elastic bandage is wrapped tightly around the leg. This wrap prevents the bandage from slipping, keeps the leg warm and lends support to the thigh muscles.



STANDARDIZING BASKETBALL OFFICIATING

By Ralph E. Hensley

A series of interpretations designed to eliminate inconsistencies on the part of successive officials.

After observing a marked inconsistency in the work of the basketball officials in his part of the state, Ralph E. Hensley, director of school physical education and superintendent of city recreation in Chico, Calif., drew up the following series of interpretations which he believes will produce a standard system of officiating. The author coached the Chico High School quintet that won the Northern California championship last season.

AFTER complaining to several young officials about the inconsistency of their work in our high school games and receiving their reply that they did not quite comprehend the criticism, we decided to create several standards by which we could judge our officials in operation.

The cardinal principle of the type of officiating that appeals to us lies in the premise that the official shall at no time become the object of the attention of the crowd. He should be an inconspicuous aid and guide to the progress of the game, and should make decisions and control the game without slowing up the action to an appreciable extent. He should make an effort to keep the attention of the game concentrated upon the play of

the teams and not upon his own comportment.

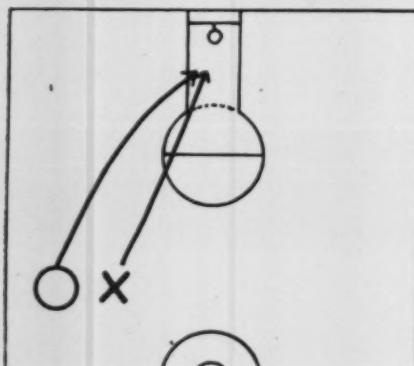
The officials who have had transitory or permanent difficulties in their work for our school have had them because their work shifted the audience-attention from the players to themselves. And when the arbiters become the focus of crowd attention, their errors are bound to be magnified by the hundreds of critical eyes and they may very easily become the object of boos and catcalls. This, in turn, leads to a general loss of respect on the part of the contestants, who will probably try to "get by" with as much as possible. In such a situation there is a natural tendency by the player who has a foul called against him to appeal to the crowd, by subtle gestures or other mannerisms, and cause disquiet in the ranks of the crowd and a definite loss of control by the referee.

A few factors which will contribute to the proper place of emphasis on the players follow: Calling attention of the scorers and timers to the foul in a quick, inadvertent manner. Hurrying the player to position for the foul shots. In-

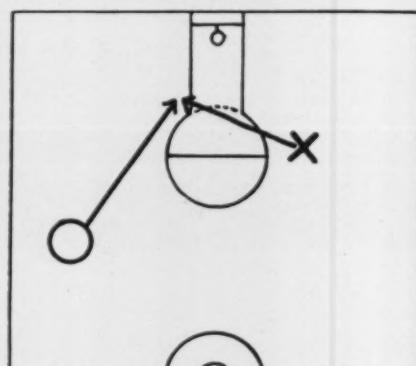
forming the players immediately following a foul as to the nature of the violation, who is shooting and how many shots. Refusing to discuss the foul with the players. Remaining oblivious to the boozing of the crowd. Constantly keeping in mind the fact that a good official assists the progress of the game and controls rather than dictates the activity of the players.

The second of our standard rules pertains to dribbler-guard contact. The present rule states that "If a dribbler charges into an opponent, or makes personal contact with an opponent, without an apparent effort to avoid such contact, a personal foul shall be called on the dribbler." As a general rule the responsibility for a foul rests upon the dribbler if the guard approaches him from the front, while the reverse is true if the guard approaches him from the rear.

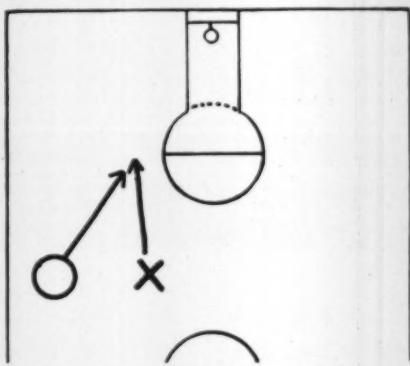
The enforcement of this rule is often a considerable source of dubiety to the official. He may find it difficult at times to determine whether a dribbler charged into a stationary guard or whether the



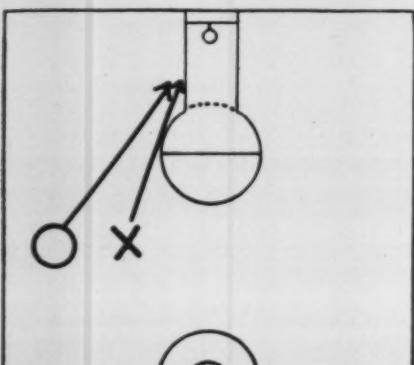
X is traveling on a straight line to the basket. Any penalty for contact should be on O.



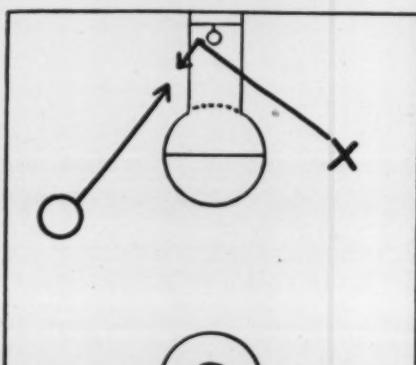
O is traveling on a straight line. Foul is on X for not using a straight line to the basket.



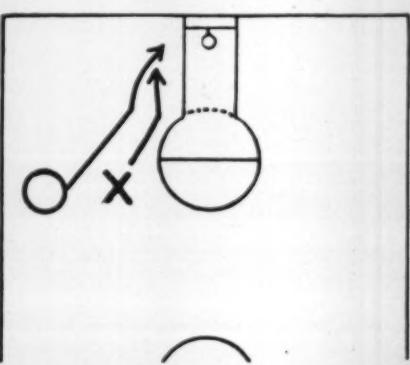
This collision is the fault of the defensive man since O was using a straight line to the basket.



Here both men were traveling on a straight line; they are both to blame for contact.

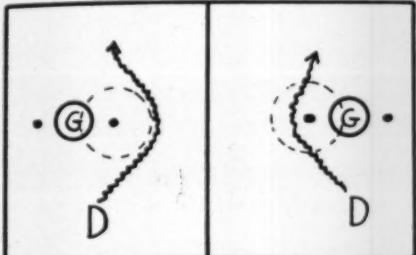


X reached the basket first. Foul is on player O, he could have avoided contact by swerving.



Since O made an effort to avoid contact, foul is on X for moving away from the basket.

guard was blocking a legitimate path to the basket. This perplexing problem may be solved by a standard interpretation, a one-yard rule. According to this rule the dribbler would have to circle a stationary defensive man on the outside of an imaginary arc on the floor whose radius is one yard and whose center is the defensive player's foot closest to the direction in which the dribbler is attempting to go. Should contact result when the dribbler goes outside the

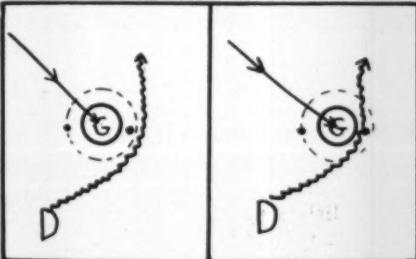


Left: A legal dribble. Right: Foul is on the dribbler for cutting too close to the guard.

one-yard arc the guard is fouling. If the dribbler cuts closer than one yard he is responsible for the violation. These simple standards make for uniformity in the calling of dribbling fouls.

The one-yard rule is applicable also to a situation in which the man with the ball starts from a stationary position with his back to the guard (pivot position).

For standard interpretations in situations where the guard is moving rapidly, the one-yard rule applies as follows. The imaginary boundary is a circle with a one-yard radius whose center is the middle of the defensive guard in motion. The accompanying illustrations show the legal and illegal dribbler.



When the guard is moving rapidly the imaginary boundary is a one-yard circle around him.

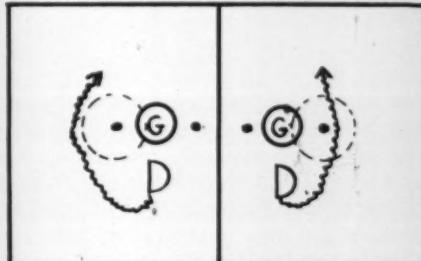
The third and fourth factors overlap so closely that the two will be discussed together. The third rule gives the right of way to the player who gets to a desired point first. There is nothing original about this interpretation. But with the modern trend toward a fast-moving, screening system of offense many moving blockers crash too zealously into stationary defensive players.

While the right of way in a free-

ball situation goes to the man who gets there first, this does not vindicate any attempt by the man furthest away from the ball to smash through an opponent in the hope of reaching the ball first. Crashes which are attributable to free-ball recovery or attempted recovery should be judged on the basis of the position of the two or more men in pursuit of the free ball; and the man nearest the ball should have the right of way over the others who are behind him.

The fourth standard is another application of the principle of right of way. Where there is no definite observation as to who was on a given spot first, the straight line to the basket shall be the constant factor in judging the responsibility for any bodily contact. If a defensive man who is retreating rapidly to the basket travels in a straight line and is bumped by an offensive player traveling in any direction other than a straight line, the responsibility for the foul is upon the man who did not travel on a straight line.

If both players are traveling on a straight line and contact results, it is a double foul unless the official sees



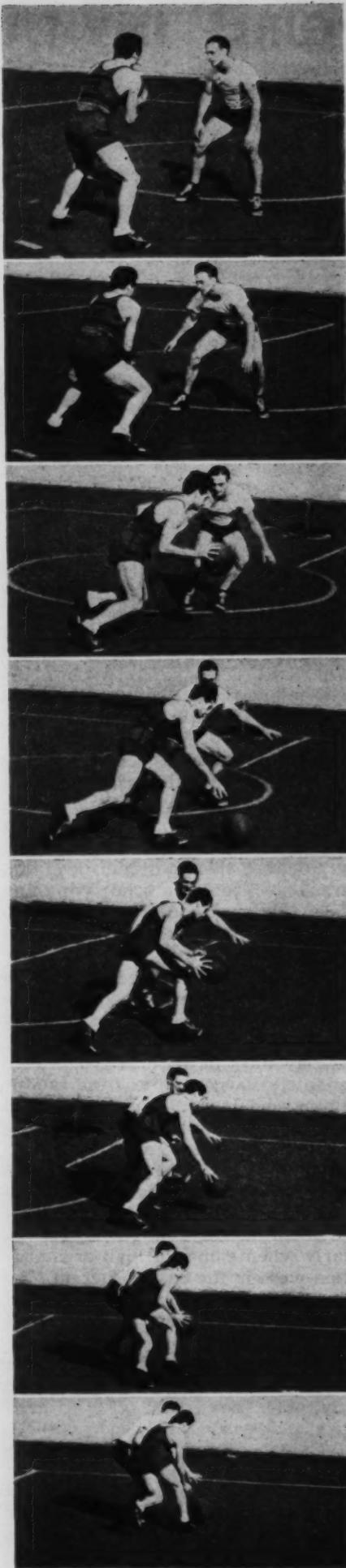
The one-yard rule applies also to a situation where the ball-handler dribbles after a pivot.

no need to call a penalty. (See diagrams for illustrations of the straight-line rule.)

The last standard for the creation of uniform officiating is one borrowed from the Mid-West and Northwest basketball centers. It is a phase of the rules concerning bodily contact but applies only to one type of situation. The rule follows: "In a situation where the offensive man, in this case the man with the ball, has his back to the guard there shall be no contact and any contact, no matter how small, shall be judged as a foul upon one or the other of the players so making contact."

Fair or Foul?

After feinting slightly to the left, the ball-handler starts dribbling to the right. The guard isn't fooled and goes with him. The action is perfectly legal up until the fifth picture, when the dribbler reaches the far end of the free-throw line. From this point on it is up to the official to decide whether the ensuing body contact is the fault of the dribbler or the guard. Is the dribbler attempting to "bully" his way though to the basket or is the guard forcing him out?



GIRLS' INVITATION SPORTS DAYS

By Catherine O. Dreher

The trend in girls' athletics is definitely away from interscholastic or varsity competition. Practically all the reputable women's associations have taken the stand that inter-school competition in such activities as basketball, volleyball, etc., is more detrimental than beneficial. Instead the progressive organizations have been bending their efforts toward a program that would satisfy the natural competitive instinct without subjecting the girls to the hazards of poorly controlled interscholastic programs. Catherine O. Dreher, an instructor in the department of physical education at Great Neck High School in New York, has been obtaining excellent results in her community with a series of exceptionally well-organized invitation days.

THE average reader may find the term "invitation days" misleading. Play Days, Sports Days, Invitation Days and Festivals may all be variants of the same thing. I say *may* be, for we all know that these terms are also being used to describe competition between varsity teams. Many teachers are still playing ostrich, but instead of hiding their heads they are attempting to cover up the word "varsity." Schedules are run as before, the only innovation being the tea and cookies served at the end.

It was through an effort to get away from such an extravagant program, that the invitation day plan was launched in our schools on Long Island. When schools started to eliminate varsity teams the trend was to throw out all inter-school competition. This period lasted for only a short time, however, because educators felt that the girls were missing much that was beneficial.

Play days of various types were adopted. Large groups from two or three schools would join forces and play games. The teams were usually made up of girls from all the schools present in order to encourage the social aspects of play. The quality of the play and the quality of the enjoyment usually suffered, particularly when games of high organization were in the day's program. The dissatisfaction with this arrangement was general among both students and faculties. Since then schools have tried a variety of ways to bring their girls together in sports. The invitation day plan was given a trial and proved highly successful.

To have successful invitation days the schools participating should all have a sound intramural basis for their programs, and should have the same general philosophy of the aims of physical education. In this respect,

Invitation days furnish an opportunity for girls of different schools to meet together and enjoy a wide range of activities

we have been particularly fortunate in our part of Long Island. We have a number of schools in the immediate proximity that can easily join together for such days.

The purpose of the affair is to provide activity for as many girls as possible. We also want to avoid the danger of having too many of these affairs because they cannot be allowed to interfere with our own intramural tournaments. Plans are made for several small invitation days concentrating on one sport, where a large number of teams from one school may compete with the teams of another. We have also arranged to have one large invitation day at the end of each sport season, to include all schools in the group.

Honor teams

Each school at the end of a season picks an honor team in each sport. Naturally the girls in the school would try to make this team if only for the pride of accomplishment, but it becomes much more interesting if this honorary group has an opportunity to play with the honor teams of other schools. The invitation day, as a result, is a keenly awaited climax of each sport season.

For a number of years Great Neck High School has been the hostess of the fall sports invitation day. This year five schools are to join with Great Neck in eight sports. Honor players and teams will compete in hockey, volleyball, servus ball, badminton, deck tennis, ping pong, archery, and riding. Each school will have about fifty players taking part. To give the girls from each school a chance to make suggestions and to take part in the planning for this day, a tea meeting is held early in October with a representative from each school present. The invitation day is held the first Saturday in November. The following program is usually observed: 8:45 A.M.—registration; 9:00—songs and cheers; 9:15-11:30—sports; 11:45—modern dance club demonstration; 12:15—luncheon.

When the players arrive they are taken to the classroom assigned to their school, where they hang their wraps, etc. The girls then go to the gymnasium and gather under their respective school signs. When everyone has arrived the president of the Great Neck girls' athletic association

extends a formal welcome, and each school is given an opportunity to outdo the other in songs and cheers. The girls then go to the athletic field to play their games. The players bring their own equipment for hockey and archery, but the hostess school provides for all other sports.

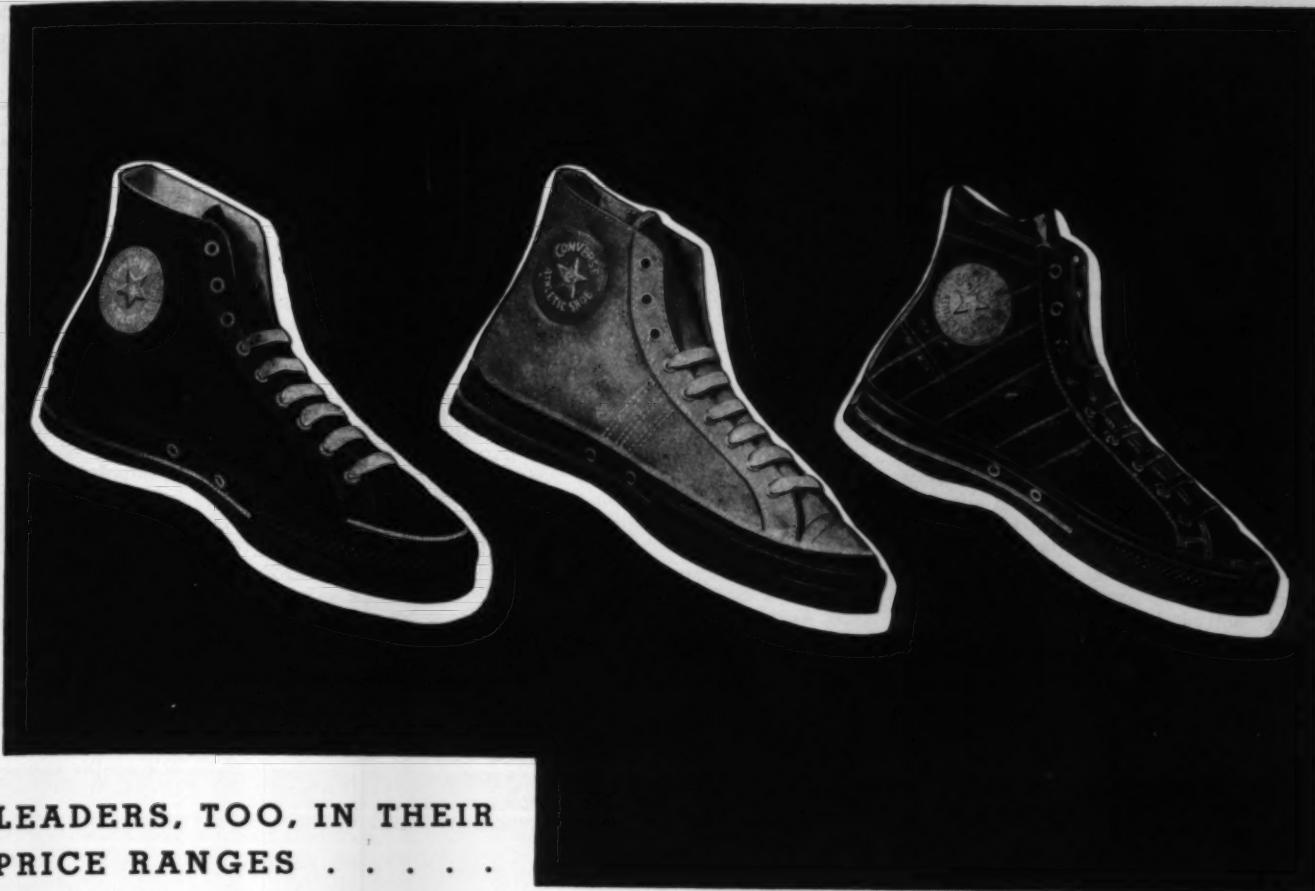
The girls participating in archery have a Junior American round. The riders go to the academy for competition in form and novelty races. There are elimination and consolation tournaments in the other sports. This assures every player a chance to play in at least two games. Five points are awarded to the school winning a tournament, three points to the school that is runner-up and the winner of the losers' playoff receives one point. The points won by each school are handed to the official scorekeeper and she announces the results at the end of the luncheon.

When the tournaments in the various sports are over, all players return to the gymnasium for a demonstration of some kind. This fall our newly formed modern dance club will show some of the work it has been doing. Luncheon follows the exhibition, the girls leaving the gymnasium and entering the cafeteria by sports groups. After luncheon the toastmistress calls for a short report from the chairman of the day from each school. All the schools have prepared some type of entertainment which is put on immediately after the individual reports. When the curtain rings down on the final performance, the total scores are announced and the sports day is over.

Training in leadership

One of the greatest benefits of an invitation day of this type lies in the possibilities it offers for training in leadership and responsibility. The girls' athletic association starts planning for it at the beginning of the fall semester. The president of the athletic association is the general chairman of the day. She has many assistants, each of whom appoints a committee of her own. There is the head of registration who is responsible for obtaining the names of the players from each school several days before the event. She collects money from our players and the other schools for the luncheon and the horseback riding. She also pre-

(Concluded on page 19)



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A CRITICAL EVALUATION OF FIELD HOCKEY

By Iris Boulton

Iris Boulton, who teaches physical education in the New Trier Township High School in Winnetka, Ill., is a member of both the executive committee and the legislative board of the National Section on Women's Athletics.

OF ALL the outdoor team games for high school girls such as soccer, lacrosse and speedball, field hockey perhaps has the greatest amount of carry-over value. Scholastic training in hockey grounds the student in a game which she may be able to continue to enjoy if she decides to attend one of the many colleges where the sport is offered, or lives in a community where a United States Field Hockey Assn. club is located.

The active adolescent girl enjoys the game provided the technique sessions are made interesting and varied, and give her an opportunity to actually play the game. Although hockey is an ideal big muscle activity for large physical education classes, there are three disadvantages to the sport for the average school. First, the cost of the game is greater than for practically any other activity in the sports curriculum except archery and badminton. To outfit two teams with average equipment (cheap equipment does not hold up and is not satisfactory considering the initial cost of the game), the layout is approximately as follows:

22 sticks (medium priced, cheaper sticks without rubber inserts are not satisfactory) at \$3.50 each	\$77.00
20 pairs of shinguards at \$1.50 ea.	30.00
2 pairs of goalee shinguards at \$4.95 per pair	9.90
2 pairs of goalee kicking pads at \$2.85 per pair	5.70
2 pairs of goalee shoes at \$7.50 per pair	15.00
6 regulation balls at \$3.00 each	18.00
24 composition practice balls at .55 each	13.20
1 set of hockey goals (home construction), estimated cost	15.00
Total Cost.....	\$183.80

The cost of equipping 22 players averages \$8.32 per capita. Compare this with the cost of speedball which offers practically all the advantages of hockey.

1 regulation soccer ball	\$ 7.50
6 practice balls at \$4.50 each	27.00
1 pair of goals (home construction), estimated cost	20.00
Total Cost.....	\$54.50

The cost per capita for speedball averages \$2.48. For only a small additional cost, two speedball fields can be prepared and the cost per capita reduced. In hockey, however, it is difficult to economize. By purchasing fewer balls, a savings may be effected but balls constitute only a minor part of the initial expense. The repair, replacement and upkeep of hockey equipment is much more expensive than that of speedball, soccer or lacrosse.

Secondly, the game of hockey demands a well-kept, turfed field. A field that is not level or well conditioned is

a safety hazard. Although speedball, soccer and lacrosse are also played on level fields, they do not require turf of the same texture as hockey. Turf that may be suitable for running is not always safe for hockey. When the ground is frozen, a hard-hit ball may strike a bump and rise off the ground, making the play extremely hazardous.

Safety measures

According to statistics compiled by Lloyd, Deaver and Eastwood in their book, "Safety in Athletics," field hockey has the highest accident incidence of any of the women's activities that were studied. However, it is possible to reduce the number of injuries by (1) better instruction and closer supervision on the part of the instructor; (2) the elimination of hazardous obstacles on the field; (3) the proper care of field and turf; (4) requiring all the players to wear the safety equipment demanded of their position; and (5) by not entrusting the coaching of the activity to anyone who is not thoroughly familiar with the game and the hazards of play.

Several other points to consider before adding the activity to your program follow: (1) Hockey sticks, shinguards, and balls demand more of the instructor's time in relation to the care of equipment. Can your instructors stand this added load or could their time be used to better advantage elsewhere? (2) Hockey techniques are rather difficult to master, and the lack of mastery of stroke is closely related to injury incidence.

Despite this critical evaluation of the game, hockey is an excellent, vigorous sport that can be well-adapted to adolescent play. The questions are: Can your school afford this activity? Do your instructors have a sufficient amount of knowledge of the game to coach it with safety? Could some other less-expensive activity provide the same advantages and experiences for the students? Could your field space be used to better advantage? Are your fields safe?

Organizational hints

A few organizational and administrative hints that may prove of value follow:

- Demand a thorough medical examination of every student participating. Hockey is a strenuous game. Avoid over-fatigue of the players.

- Place an instructor in charge of the activity who has been well-trained in hockey.

- The instructor should be, if possible, a rated umpire. This means that she has a knowledge of the interpretation of the rules with regard to the

The cost of equipping twenty-two players for girls' field hockey averages \$8.32 per capita.

safety of the players. The instructor should attend all umpire sessions and sectional tournaments of the U.S.F.H.A. in order that she may be familiar with the latest interpretations and coaching suggestions.

- An instructor who has played the game herself has a better appreciation of the sport from the players' point of view, understands techniques and tactics more thoroughly, and can anticipate and avert dangerous play situations.

- Never permit a player, under any circumstances, to participate in technique practice or a game without the necessary safety equipment such as shinguards, and for the goalees, shinguards, kicking pads, and goalee shoes. Splintered sticks should be disposed of as they are a safety hazard.

- Organize the sport so that group feels a responsibility for the care of the equipment. Use this as an educational opportunity. For example: (a.) One girl to be placed in charge of the balls. She should bring them out to the field of play, count them after the practice and return the number she took out to the field to their proper place. If there is not adequate help in the department, perhaps a student committee could see that the balls are always painted and clean. (b.) One girl in charge of the identifying pinnies or colors. (c.) One girl in charge of the storage of the shinguards to see that each player buckles her shinguards together and places them neatly in the storage space provided. (d.) One girl to see that sticks are properly stored.

- Good storage space for equipment is essential to avoid unnecessary wear and tear. Racks where each individual hockey stick can be stood on end or laid flat are often satisfactory.

- Never postpone hockey practice because of inclement weather. Utilize this time and opportunity for the discussion of rules and tactics, for explaining techniques, demonstrations of fouls and how to avoid them, etc.

- Be sure that your players have an intelligent understanding of what they are attempting to do and why.

- Arrange, if possible, to have your group see several well-played games between club teams in the community. Have the instructor go with the squad and explain the play as it progresses. Suggest that each girl watch particularly the one playing the position that she wishes to play.

- Remember that officiating is an educational opportunity in leadership for your group. By training student officials to umpire, they will learn their rules thoroughly, see techniques and tactics from a different point of view, and gain an added interest in the mechanics of the game.

Sports Days

(Continued from page 16)

pares the identifying school tags to be worn by the players.

The head of officials has the entire responsibility for securing the officials, scorekeepers and timers that are necessary. She must also see that the individual sports leaders are provided with tournament charts and that all scorers have their scorecards on the day of the events. All scores are turned in to her on Sports Day. At the conclusion of the luncheon she announces the final results and presents a bouquet to the chairman of the winning school.

The head of equipment is in charge of all playing fields and equipment. It is her job to distribute the necessary equipment to the sports leaders. The vice-president of the girls' athletic association is the hostess and with her committee she greets the girls when they arrive and conducts them to their respective classrooms. The tags worn by the players are distributed by this committee. The vice-president is also the toastmistress at the luncheon.

The head of posters with her committee are responsible for all the printed signs which are needed in the gymnasium, on the athletic fields and in the cafeteria. She draws up all tournament charts and scorecards, and posts a large diagram showing the location of each sport.

The head of the luncheon committee arranges the cafeteria. Players are seated according to sports. Each player brings her own lunch with a sticker on it bearing her name and her sport.

The head of each activity is in charge of the tournament in her sport. She also assists the physical education department to select the honor teams that are to represent Great Neck. The songs and cheers committee composes new songs and cheers for our school, and teaches them to our players. An entertainment chairman is in charge of our contribution to the after luncheon program. Throughout the day a one-girl information bureau sits in state outside the gymnasium door, and answers all questions.

The girls not only take full charge of the plans for the day, but they are also completely responsible for their execution. This, of course, is where the general education value lies. Such an event gives the girls who have talent and skill in sports a chance to perform. It also provides an opportunity for the girl whose talents lie more along organizational lines or other directions to show what she can do.

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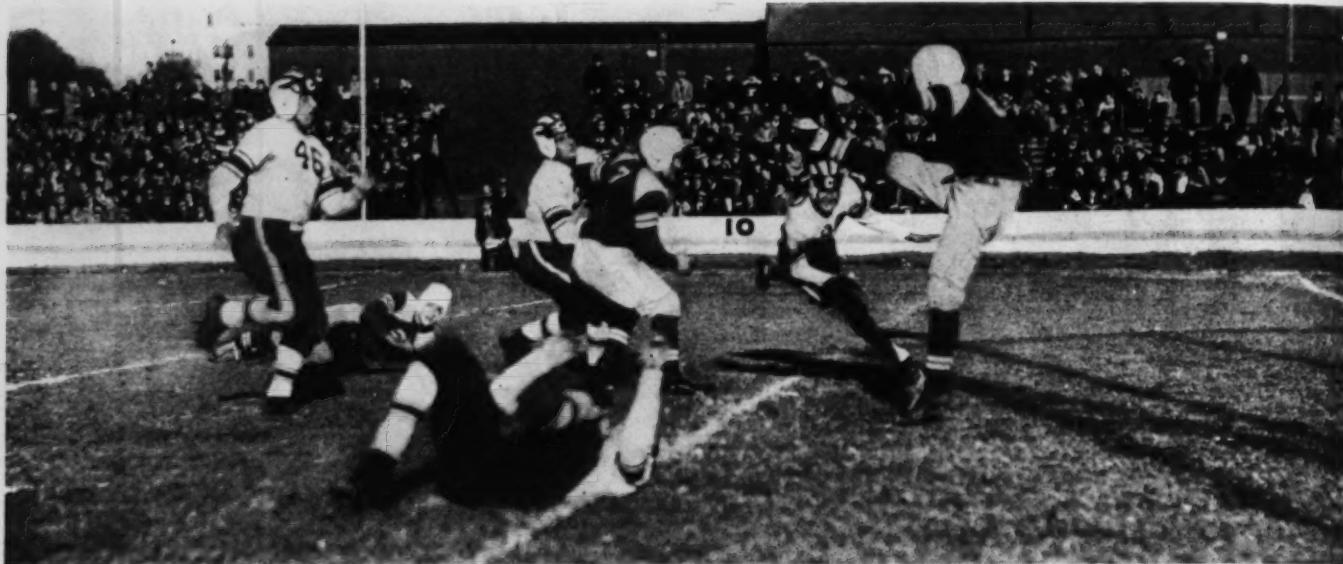
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COACHING THE HIGH SCHOOL KICKER

By Arnold A. Fenton

For several years the Reverend Arnold A. Fenton, Rector of Christ Church in Ansonia, Conn., has given freely of his time and effort to spread the gospel of scientific rather than haphazard kicking among high school football teams. Two years ago Ansonia High awarded a varsity letter to Dr. Fenton for his "outstanding contribution to sportsmanship." This season he is serving as volunteer kicking coach at Arnold College, Hillhouse High and Hopkins School, all in New Haven, Conn.

TOUCHDOWN. One of our halfbacks early in the game has just fought his way over the goal line and the ball is now being brought out and placed on the two-yard line directly in front of the goal posts. Some 3,000 people focus their attention on the boy who will attempt to convert the extra point by a place kick. This boy is on the spot and he is expected to make good. I told him so before the game: said he could do it: exhorted him to do it.

But perhaps I am expecting too much of him. After all most high school boys are only between the ages of 14 and 18. And this very afternoon, just a few miles away on the football field of a great university, a mature, experienced athlete with a reputation as a kicker, had missed the first two conversions.

Now at last the kicker is ready. The ball is snapped back from the center to the holder. It is down on the ground. Chills run up and down my spine as I see a rangy lineman (the most dreaded foe of every placement kicker) break through the line and charge in fast. Here split seconds will count. Will my boomer be tempted to look up like an unfortunate Harvard player did against Yale in 1936 when the extra point would have tied the score?

No! His head is staying down. The ball is on its way—it is clearing the up-raised hands of that towering charger—now it is approaching the up-rights—it has plenty of height. Next, along with coaches, players and 3,000 spectators, I give a long, lusty whoop. It is over and the score reads 7 to 0.

I want to rush out on the field and grip the hand of the boy who followed so conscientiously all the fundamentals of good kicking technique. It was a bull's-eye, splitting the uprights at dead center and carrying on for some 20 yards. Before the game was over he kicked two more in succession and then turned the job over to a teammate who made another, only failing to convert after the fifth touchdown when the line gave way and a horde of opponents swarmed in to block the kick. A boy can be a real kicking artist, but unless the ten other players are giving him protection he is helpless in carrying out his assignment.

Teaching boys how to kick

Teaching boys to kick requires hours of patience, persistence and the stressing of the little things. A kicker is only as good as his accuracy and this should be the goal of every kicking candidate. He may be able to kick 40, 50 or 60 yards but it is of no avail if he lacks control. The kicks that are most apt to decide football games are the short kicks, well timed and executed.

To accomplish this I make my kickers at the beginning of each practice go through their kicking form a few times without actually

handling the ball. A small piece of cardboard or some other object can be placed on the ground so that he can see whether the step forward of his balance foot makes for the proper contact of the kicking foot with the ball. This spacing is vital for the perfect place- or drop-kick. Accuracy is impossible when the player contacts the ball too high or too low, or a fraction to the right or left of dead center.

After practicing form, the boys kick at a target some six or seven yards away. The target is usually another player who faces the kicker with arms extended as if to receive a direct pass from center. The kicker is first taught to take careful aim. Then, concentrating his eyes on the ball, he tries to kick it into the open arms of the fellow before him.

If he hits the bull's-eye (which many do after considerable practice) or even comes within a foot of it, think what he will do when he kicks for the much larger target—the goal posts—or aims a punt at the coffin corner. If his aim is deadly at six or seven yards, all he needs to accurately control the longer kick is a little more power and follow through. This kicking exercise at the beginning of practice not only develops accuracy but also, early in the season, prevents sore muscles. A kicker's leg must be treated like a pitcher's arm. Both must be watched at the beginning of their respective seasons.

Along with many other things to be stressed is the value of balance or body control. A kicker who finishes his kick off-balance has usually forfeited distance and control. I

urge my kickers to spend as much time as possible off the field on this important phase of the art.

Here the arms play an important role. The kicker's arms, like the wings of a bird, act as balancers. A good and experienced kicker makes use of them. And, of course, relaxation is absolutely necessary for perfect balance. This is the very first thing I teach my kicking candidates and until they have mastered it, they are not allowed to kick a ball. A tense kicker is one who kicks off balance. As a result, his coordination is bad and he may be unable to concentrate on the ball. His timing is usually off and his leg swing short and choppy.

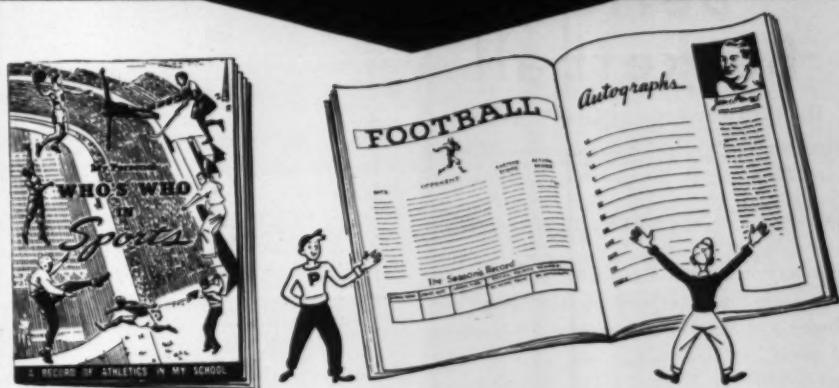
Psychology

Let us not forget in teaching immature high school boys how to kick, that psychology plays an important role. When a boy makes a perfect kick, whether a spot punt, a place-kick or a drop-kick, I usually take pains to say something like "that's the stuff" or "now you're hitting the spot." When the kick goes wrong I ask the boy to determine what he thinks was wrong in his technique. This makes him feel important, centers attention on that phase of his technique which needs correcting and lessens the shock of disappointment.

If he cannot detect his mistake, then I try to point it out to him and add, "You will overcome it in time." Above all, the youngster's spirit must be kept high and away from the defeatist complex. Too many of us who are handling the adolescent boy have overlooked that point. One afternoon a short time ago, one of the players got off a poor kick. Someone remarked, "Gee, that was lousy." It didn't help the boy's ego. For the rest of the practice he was working against a slight inferiority complex, with the result that foot and mind were not coordinating. Many high school coaches fail to recognize such vital factors as temperament, home environment and racial characteristics—all of which may play an important part on the field.

Coming back to the game, the spectators are filing out and I follow along, still keyed up but happy. Four out of five conversions and the fifth one blocked was not bad for a high school team. Those two kickers of mine were on the spot and now I am. I gave too lusty a whoop when that first kick went over, and tomorrow I've got to conduct service in my church. The head coach is worried and suggests we book our games next year on a day a little further away from Sunday.

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Coaching School Notes

(Continued from page 9)

two-handed shots. According to records kept of all Illinois state tournament games last season, it appears as though high school players are taking just as many one-hand shots as they are with two hands. The statistics showed that of the total number of shots attempted 47.4 per cent were taken with one hand and 49.7 per cent with two. Eleven per cent of the one-hand shots were successful and twenty per cent of the two-hand shots were converted.

The fact that the boys are not playing any favorites with their style of shooting is not as significant as the respective percentage of conversions. The data proves apparently that the chances of converting are twice as great when the shot is taken with two hands. However, there are situations on the floor where the more unorthodox one-hand shot is the more feasible of the two.

In a lecture on defensive basketball, A. A. Schabinger, former coach at Creighton College, declared that the zone defense is a more difficult defense to teach than the man-to-man, and that the beginning coach will find it more tractable to work

with a man-to-man. The defense Schabinger used at Creighton could be called a zone since there were no man-to-man assignments. However, the emphasis was not so much on defending a specific area as it was on protecting the lanes in which the ball might pass.

The key man in his defense was the player who closed in on the man with the ball. It was this player's responsibility to prevent his man from dribbling too freely, making a good pass or shooting. Schabinger instructed his boys to play first for interception; second, for held balls; and thirdly, to harass the ball-handler and keep him from making a good pass to the next man.

The ex-Creighton coach, who has over 20 years of coaching experience behind him, made the interesting observation that he has never seen a team with a slow-breaking offense come close to winning a national championship. The fewer plays the better, he declared. When the offensive team starts handling the ball too much, the chances for losing possession are increased and valuable time is lost.

Indiana U. Coaching School

THREE local coaches—Bo McMillan, Everett S. Dean and Billy Hayes—and Stephen Epler shared the rostrum at the University of Indiana's first annual coaching school. The three Indiana coaches gave courses in football, basketball and track, respectively, and Epler lectured on the fast-growing sport he originated, six-man football.

McMillan stressed the value of the shoulder block in the open field as well as in the line. He teaches his players to slow up and assume a wide, shifty base before applying open-field blocks, so that the defensive player cannot fake and slip around the blocker. On shoulder blocks in the line initial contact is often established with the head. But in the open-field the Indiana coach advises his blockers to turn the head to the side when contact is made for protection against shock.

McMillan believes that good forward passers can be made but that the process is a long and slow one. Indiana passers start throwing as freshman and keep on throwing after the season, practicing a half hour a day on their own time throughout the winter and spring. The passers warm up and care for their arm in much the same manner as a baseball pitcher. On pass plays the thrower picks out the eligible re-

ceiver by watching the key man on defense. The passer knows beforehand where the receivers are going and the defensive tactics of the opponents will determine the ultimate receiver.

The versatility of McMillan's system is illustrated by the weak-side end's assignment on end runs. On sweeps to the right the left end races into the halfback's territory just as he would on a pass play. If the defensive backs play him as a prospective pass receiver, the end run is more likely to succeed. If they disregard him and concentrate on the end run, the ball-carrier, if cornered, can drop back and heave a long pass to the left end. When he was playing at Centre College, McMillan declared, more touchdowns were made from passes thrown from the end-run signal than from any other two pass plays.

Dean on basketball

DURING the past winter the University of Southern California played Indiana in Los Angeles on one night and Purdue on the following evening. In these "inter-sectional" games all ten of the players on both nights were Indiana boys. The boys who stayed at home to play their basketball won both games. Stanford

liked Indiana basketball so well that they selected Coach Dean of Indiana to replace John Bunn when Bunn was elevated to the position of dean of men this year. Dean's course at the coaching school was his final assignment at Indiana. The city and the University presented him with a plaque as a tribute to his 14 years of faithful service at I. U.

With a blackboard and two teams, Dean pounded home his theories on basketball. He prefers the straight line, fast break style of offense rather than the criss-cross because it gets the men down the floor faster. (A straight line is the shortest distance between two points.) Dean uses a four-man rush in a three-lane attack. He depends on the fast break to catch the defense short and create a two-on-one, a three-on-two or a four-on-three situation. If the opportunity for the fast break does not develop, he uses a delayed offense with three in and two out with a roving pivot man. The team occasionally slides into a two in and three out alignment.

Stanford's new coach believes a team should take a long and thorough warm-up before starting the game. He gives his team a comprehensive warm-up which includes all types of shooting and passing and plenty of running.

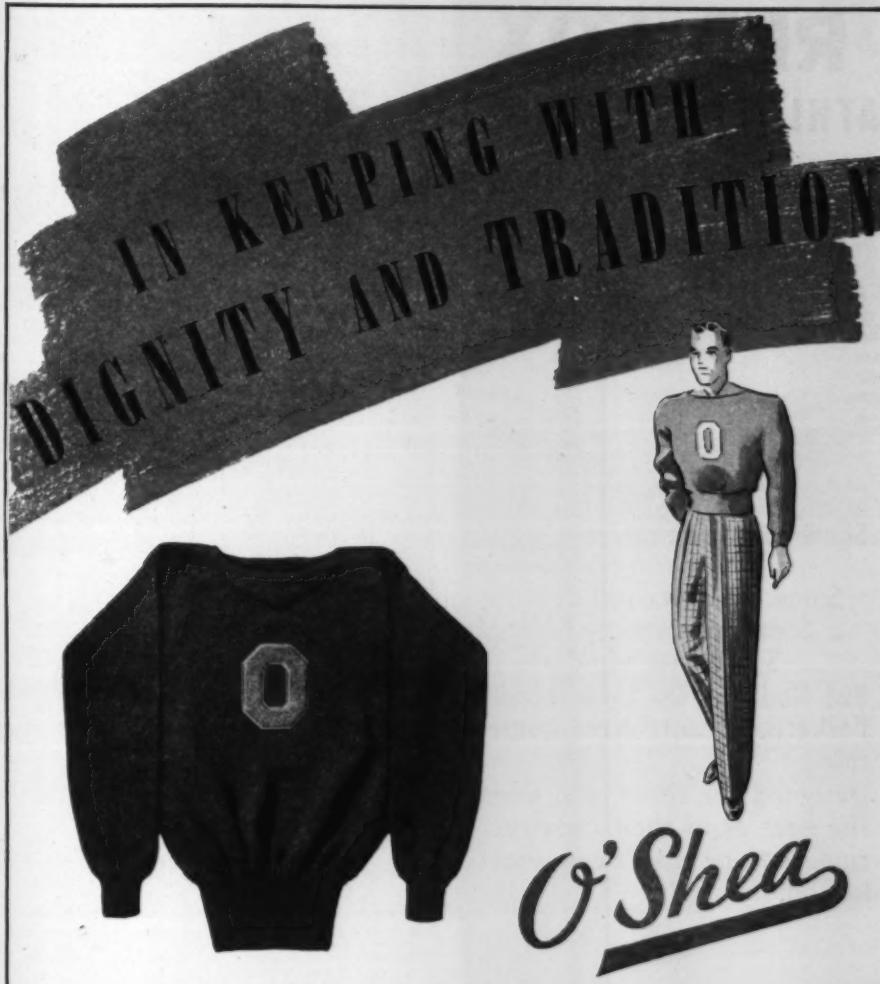
Dean on the new rules: "Most coaches like the rules as they are with the center jump out. The new rule opening the outer half of the free-throw circle should bring back the old pivot play in a modified form."

Hayes' track course

BILLY HAYES used Olympic star Don Lash (now an Indiana policeman) and lesser luminaries of his squad to demonstrate his track theories. "In track," stated Hayes, "most boys want to be sprinters, just as in football they want to be quarterbacks. It is the coach's job to discover the event for which they are best suited."

Hayes' sprinters take a long warm-up and many stretching exercises similar to the ones employed by hurdlers, to prevent pulled muscles. The Indiana coach recommends overdistance work for all runners, sprinters, middle distance and distance men. Recent scientific tests at Harvard proved that runners used to overdistance work showed less fatigue and were in much better physical condition after a race than the runners trained otherwise. The safety and health of the runner is reason enough for overdistance work but Hayes is convinced that it also produces better runners.

Hayes' philosophy and system of training is to keep building and developing the boy gradually. "My boys reach their maximum efficiency (or would if they continued training) three or even more years after they finish college." The coach must restrain some boys and urge others to work harder. The work should be planned so the men will enjoy it. Hayes develops the upper body as well as the legs of the athletes. Development of the trunk also engenders greater endurance and better physical condition.



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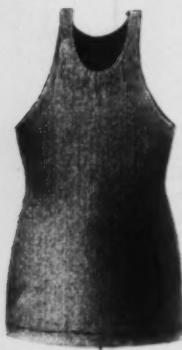
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Action in a six-man football game between the Manhasset and Roslyn high schools of Long Island.

SIX-MAN AT ROSLYN HIGH

By Robert Stanforth

Roslyn, N. Y., High School had a problem on its hands this year when a squad of fifty boys reported for six-man football intramurals. This turnout was unusual for a school that also maintains a varsity eleven. Robert Stanforth, six-man coach, reports on how the problem was solved and why the game has developed so rapidly at Roslyn.

AT ROSLYN HIGH, the activities program is designed to give each boy and girl in the school a chance to participate in those activities which will help him to mature physically, mentally and emotionally.

The development of a modified form of football last year opened up a new possibility in this direction. The six-man game awakened new interest in the intramural program by giving four or five times as many boys the opportunity and the fun of playing real football.

The game proved to be an immediate success. The deception and speed of six-man appealed to the boys as well as the fact that everybody had a chance. After playing the game intramurally for a while, the boys, with characteristic zeal, started clamoring for a game with an outside team. Fortunately, another school nearby was also experimenting with six-man and a game was arranged. The contest proved so close and exciting that the two teams were rematched and played another thrilling game. The season ended with six-man football definitely established as part of the program at

Roslyn High. But the 1938 season presented new problems.

Over fifty boys this year expressed a desire to play the new game. We wondered what we could do about outfitting them adequately; and whether the smaller boys could successfully compete with the heavier players. Several administrative problems also remained to be solved. Should a picked squad be chosen to play other high school teams or should the game be played strictly on an intramural basis? To arrive at a fair solution, the administration called for a joint meeting with all the boys. Three plans were presented to them.

1. Would they care to be divided according to weight and then compete for a place on a squad consisting of boys of their own weight; and, after a period of training, engage other schools?

2. Should everybody be divided into squads of equal strength for intramurals?

3. Would they prefer to enter their own teams into intramurals; each team representing a homeroom, class or club?

Of course each of the plans had certain advantages and drawbacks, all of which were discussed by the boys. Finally they voted in favor of the first plan — all who came out would be divided into teams according to weight. The median weight was set at 130 pounds; one

group of teams to consist of boys over that weight and another group below the median. Some boys wanted to know if they could be allowed to play both the eleven-man and the six-man game.

For the first two weeks every six-man candidate worked with the eleven-man squad and learned the fundamentals of blocking, tackling, passing and kicking. Roslyn cannot afford to maintain both a freshman and a varsity eleven-man squad and those freshmen and sophomores who had neither the experience nor the weight to make the varsity, naturally turned to the six-man game.

The boys were divided into fairly equal squads, given copies of a few plays and formations, and then were allowed a free rein to work out their own combinations of trick plays and defenses. All practice together at punting, passing, tackling and blocking, after which they break up into their own teams to drill on team offense and defense.

Weight divisions adequate

Since very few heavy boys came out for six-man, the weight divisions above and below 130 pounds have been found to be adequate. As there is less emphasis in six-man football on power plays and massed formations, weight is not the potent factor it is in regulation football. In fact, several of the lighter teams have already run circles around some of the heavier squads.

The winners of a series of eliminations in the divisions will represent Roslyn in November when we play several other similar intramural squads from other schools. The winning team in each weight division will be the one to take the field. However, outstanding players from the remaining squads will be taken along as second-string reinforcements. Every man in uniform will play at least a quarter of a game.

In the short year Roslyn has experimented with the game we have already discovered that "sixes" is an excellent training school for prospective varsity material. Four members of last year's six-man squad have won positions on this season's first string varsity. Former varsity players who became ineligible for competition under the recent New York State ruling* are now serving as coaches and leaders of the six-man teams. This experience gives these boys splendid training in leadership.

* New York State this year adopted a ruling that all boys nineteen years of age or over at the beginning of the sports season are ineligible for varsity interscholastic competition.

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INDIANA

If We Started From Scratch

By H. V. Porter

IF THE men who determine the trend a game is taking are progressive they will take advantage of all the various developments in related fields and continually fit the game to changed social and economic conditions while at the same time retaining the fundamentals that have given the game a universal appeal.

Quite often traditions delay desirable changes. The appearance of a basketball court with its center ring and free-throw circles has probably prevented the adoption of free-throw lanes which might be better adapted to the present day game. The acceptance of an improved ball of perfect shape and reaction was retarded for some time because of an aversion to change from the traditional ball which had been used for forty years. Other changes in equipment might have some advantages. The tendency for the past several years has been to apply scientific tests to all factors connected with the game. Such tests might well be applied to the backboards.

In the beginning the backboard was the face of the running track which at one time constituted the balcony in most gymnasiums. This running track was approximately ten feet above the floor and so helped determine the height of a basket. Likewise the guard rails for the track were from three to four feet high and this had an influence in determining the height of a backboard. It is quite evident that if we were starting from scratch in the designing of backboards, with the knowledge of current conditions the size and shape would probably be quite different. It would be possible to design a more economical, a more attractive and a more useful backboard. If it is conceded that this is the case and that superfluous areas are being retained merely because of an aversion to change, the problem warrants careful consideration. Any scientific approach to the matter should take into consideration the following points:

1. Simplification of construction and consequent reduction in cost through eliminating the necessity for some of the complicated bridgework that is now necessary.

2. Decreasing the amount of obstruction in vision from the ends of the court.

3. The increasing of the possibilities for play behind the plane of the backboard through widening the an-

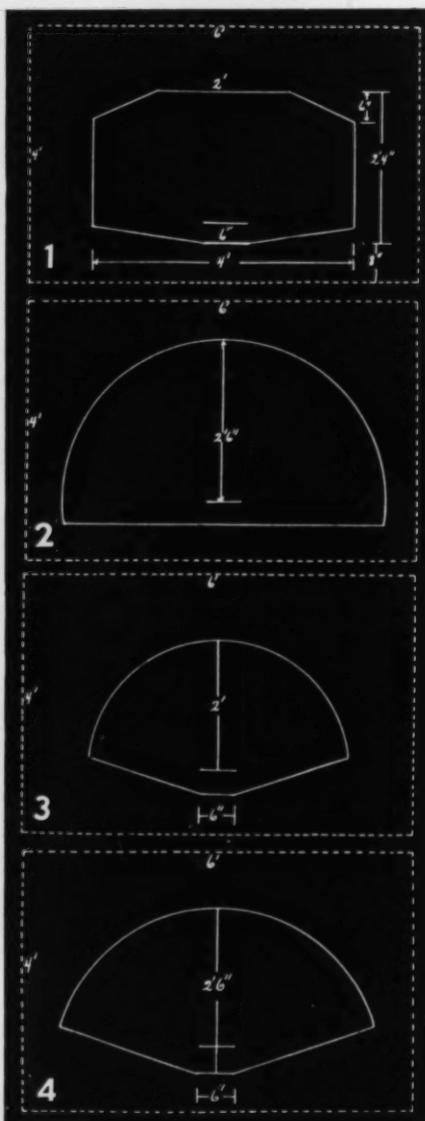
gle from which a field goal might be made from near the corners of the court or from behind and beneath the backboard.

4. The decreasing of congestion in the small area immediately in front of the backboard.

Suggested backboard shapes

Almost anyone will agree that these objectives are desirable. It remains to be determined whether there are enough disadvantages to outweigh the value of these objectives. The only way conclusions can be reached is through the charting of that portion of the backboard which is actually used. There are several possibilities of investigation along these lines.

A backboard might be designed in such a way as to eliminate at least



eight inches from the bottom. This would still leave room for a base support and if a small square were to be left in the center at the bottom of the board more than eight inches could be eliminated. Along with this change, at least ten inches might be cut from the other three edges of the board. This would reduce the size by approximately ten square feet and yet would not appreciably reduce the surface that is actually used in a game.

Another possibility would be to make the board fan shaped. This would represent a change in shape as well as in size. In constructing such a board it would be necessary to use a spot directly behind the ring or several inches below it as the center and to draw the major arc of a circle with a radius of from two feet to two feet six inches. In order to allow a support for the basket ring, the edge directly below the center of the ring would be parallel to the floor. This edge would be from six to eight inches and from this edge straight lines would be drawn on each side until they intersected the arc of the circle.

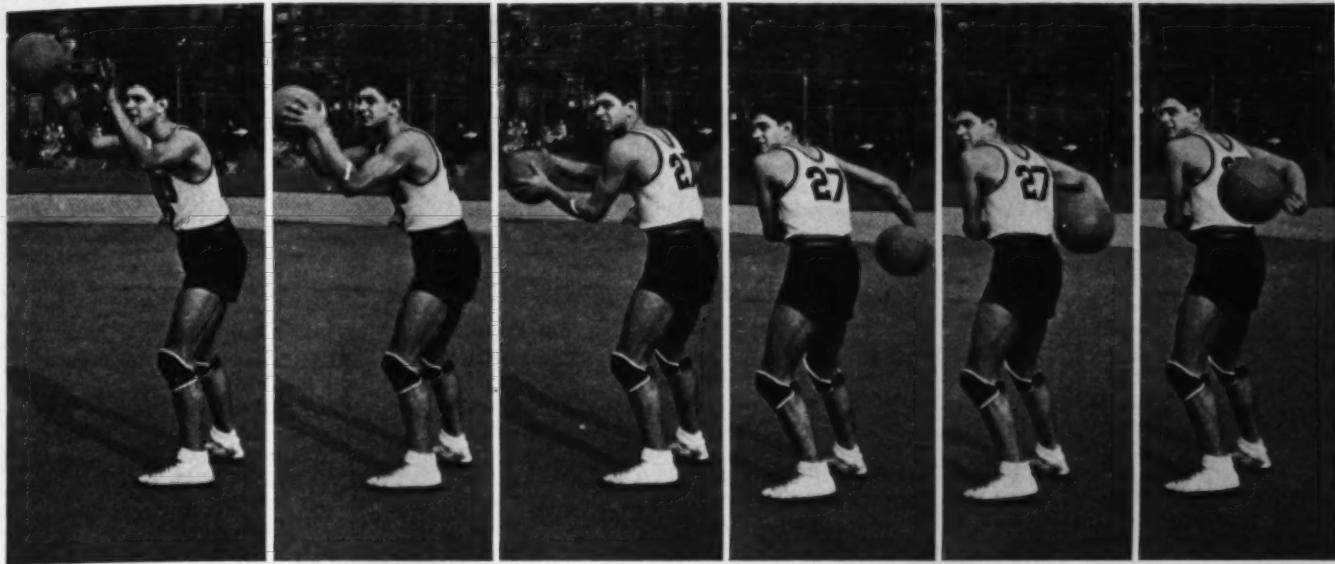
Such a design would probably be attractive in appearance, would eliminate waste space and would provide all needed bank surface for tries made from directly under the basket.

Other possibilities would be to make the bottom edge parallel with the floor and from four to five feet in length and the remaining boundaries of the board the major arc of a circle using a spot directly behind the ring as the center, or a board with sloping edges at the bottom and with the upper corner eliminated. Having straight lines for all boundaries might be found desirable.

None of these boards would be difficult to manufacture and if the boards are to be made of glass or metal the cost would be greatly reduced and the amount of bridgework greatly decreased.

Extent of investigations

Some investigation along this line has already been done. In a number of high schools in Illinois last year, backboards were marked and a chart was kept of the use which was actually made of the extremities of the board. Not enough data was available to warrant the drawing of definite conclusions but the investigation



did show that there is considerable superfluous space on the present backboard.

In order to secure more extensive data and to determine the effect on offensive maneuvers and accuracy of shooting, the Research Committee of the National Basketball Committee is planning to make further investigations. Designs and dimensions are being outlined and men with a scientific turn of mind in various sections of the country will try out newly de-

CROSS-BACK PASS: This trick pass is a good one to use occasionally against a pressing guard who refuses to give the ball-handler any room. As the player receives the pass he swings the ball to his right side and then around to his back, where he releases the ball with a powerful upward snap of the wrists. The legs remain stationary and the eyes look straight ahead.

signed boards and collect data relative to their effect on the game. It is not probable that any radical change in this respect will be made in the immediate future, but if it should develop that there are advantages in a different size or shape in backboards, arrangements would probably be made for a gradual transition

which would not work a hardship on any contest manager but which would outline an ideal board toward which all manufacturers would center their attention for future installations.

The accompanying diagrams outline some possibilities but are not meant to be all inclusive.

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From the States

This department includes correspondence from state high school coaches' associations and state high school athletic associations. All associations are invited to participate.

Texas

Eligibility rule repealed

ACCORDING to the provisions of a ruling just passed by the High School Interscholastic League, the eight semester or four year eligibility clause will no longer be in effect beginning with the 1940 season. However, the 19-year old rule will still be maintained. The four year rule was repealed because it was thought that many of the boys finishing under twelve-unit systems have been automatically denied sports participation even though they were under the age limit.

At the annual meeting of the High School Coaches Football Association, W. B. Chapman, Lubbock, was elected president, Bryas Schley of League, vice president, and Bobo Nelson of Athens, secretary-treasurer. These three men, with the assistance of a capable board of directors, have hired the coaches for the next annual coaching school to be held during the first week of August, 1939. The site has yet to be selected. Since west Texas (Lubbock) was the site of the last school, the finger points toward the southern part of the state for 1939.

The coaches selected for the next school are "Bo" McMillan of Indiana, "Bear" Wolf of North Carolina, and Lov Hertenberger of Rice. Both McMillan and Wolf will bring assistants to demonstrate their special systems.

The coaching school at Lubbock was the largest ever held by the association. Nearly 600 registered for the week course under the tutelage of Coach Harry Stuhldreher of Wisconsin, Lynn Waldorf of Northwestern, and John "Ox" Da Grosa.

Many high schools of small enrollment are experimenting with six-man football this fall. From all reports it is proving highly successful.

GOOBER KEYES,
Texas H. S. Football Coaches Assn.,
Lubbock, Tex.

New Jersey

Baseball proselyting

AMONG the important items discussed at the annual meeting of the state high school athletic association was a movement to discourage professional baseball scouts from proselytizing high school athletes. The organization voted to take the matter up with Judge Kenesaw M. Landis, high commissioner of organized baseball.

Another topic of importance was in the form of a resolution to eliminate boxing as an interscholastic sport. It was introduced by Dr. Ireland and passed by the association. There was

also a proposed change in the bylaws regarding the transfer of students from high school to parochial schools. The association members voted to invoke the 20 weeks ineligibility rule in such cases.

Melvin T. Rahn, coach of Long Branch High School's track champions was elected president of the N.J.S.I.A.A. Rahn succeeds G. Hobart Brown of Roselle Park. Oscar F. Thompson of Hackensack is the new vice president. Clarence L. Woodman of Montclair and Walter E. Short of Trenton were re-elected treasurer and secretary, respectively.

The new executive committee consists of Frank H. Lewis of Somerville, M. J. Fish of South Orange, Arthur Humphreys of Jersey City, Roy Haskins of Blairstown, C. A. Paine of Woodbury and Dr. A. G. Ireland of Trenton. G. A. Falzer, sports editor of the *Sunday Call*, was again chosen field secretary.

CHARLES J. SCHNEIDER,
New Jersey H. S. Coaches Assn.,
Newark, N. J.

Interscholastic Swimming Coaches Association of America

FOR the fourth annual aquatic forum at Fort Lauderdale, Fla., during the Christmas holidays, the city has an arrangement with the local hotel association whereby forum visitors will be able to obtain rooms for one dollar a day per person. The forum is devoted to aquatic education, analyzation, demonstrations and discussions, and limits its activities to men's and women's colleges, universities and schools.

The faculty this year includes such men of national prominence as Bob Kiphuth of Yale who is also Olympic coach, Howie Stepp of Princeton, Vic Sobel, diving coach at Columbia, and others whose names will be announced in the near future. The master program follows:

December 17-22: Registration. Sightseeing trips, golf (use ticket—see pro for information), tennis (use ticket). Observation at swimming pool of coaches and swimmers in action.

December 23: Opening meeting of forum coaches and swimmers. Meeting at swimming pool. Welcome by city and civic leaders.

December 24: Women's group discussion day at pavilion south of Casino. Motion pictures at night.

December 25: American Red Cross demonstrations in morning at pavilion, ocean and pool. Christmas Dinner at 8 P. M. followed by motion pictures, community singing.

December 26: Morning, college coaches discussion at pavilion. Afternoon, "Peace Through Athletics" pageant featuring East-West swimming meet. Pictures at night.

December 27: Interscholastic coaches swimming day. Meetings at pavilion.

December 28: Big game fishing contest, afternoon. 8 P. M., trophy night to award prizes.

December 29-January 2: Continue sight-seeing, golf. Observation at swimming pool of coaches and swimmers in action.

Contests: (1.) Photographic contests on still and motion pictures. Prizes to best groups or reel of pictures telling story of Forum. (2.) Golf tournament—blind bogey and low score.

ALFRED A. NEUSCHAEFER,
Intersch. Swim. Coaches Assn.,
Trenton, N. J.

Idaho

Constitutional changes

SEVERAL important changes will be proposed when the constitution is presented for adoption at the delegate assembly meeting on Nov. 25 and 26. The newly amended constitution will contain a clause lowering the eligibility age for inter-school athletic competition to 20 years of age which, after 1942, will be automatically lowered to 19 years. According to the stipulations of another ruling, all girls' basketball teams will be limited to one game per week. This legislation will strike a death blow to all girls' basketball tournaments.

The present Board of Control is composed of: Ray M. Berry, Idaho Falls, president; George Denman, Burley, vice president; and L. C. Robinson, Sandpoint. Mr. Berry's term of office expires in December. The delegate assembly will elect a member to the Board of Control and Mr. Denman and Mr. Robinson will automatically advance in office. The Board of Control meeting on Nov. 18 will consider very seriously the recommendation of some type of athletic insurance for Idaho high school athletes and a revamping of the requirements for certification for officials of athletic contests.

C. W. Whitten, secretary of the National Federation, will discuss "Trends in High School Athletics" at the regional meeting of the National Federation in Boise on Nov. 19.

E. F. GRIDER,
Idaho H. S. Athletic Assn.,
Boise, Ida.

New York

Waive 20-week clause

THE high school games committee of the Public Schools Athletic League of New York City voted to adopt all the New York State rules governing high school competition, with one modification. The committee voted to waive the 20-week clause hitherto applying to an out-of-town athlete transferring from one school to another, if the student shows proof that he was in good academic standing at his previous school. Thus the athlete will have an opportunity to participate in sports immediately, instead of waiting one full term. The city group lowered the eligibility age to 19 years and will require all out-of-town entries in P. S. A. L. meets to conform to this new ruling.

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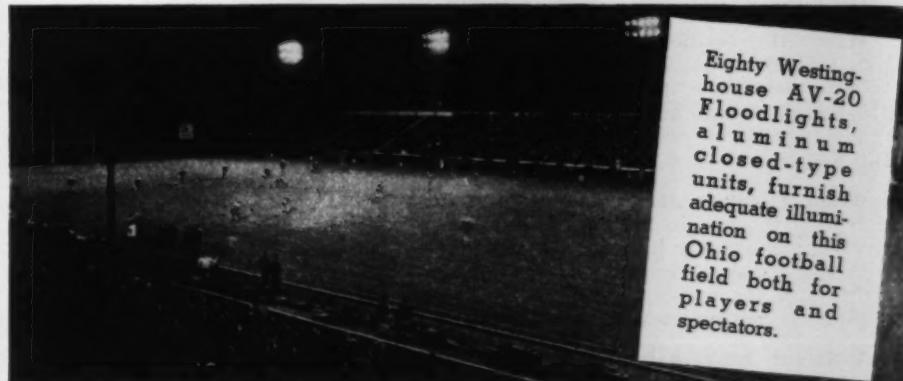
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If you have something for this column send it to Bill Wood, University High School, Iowa City, Iowa.

Coach Francis Merten of Iowa City High was questioning one of his cage prospects during the first week of practice. The boy for some unaccountable reason, was rather glum and dejected.

"What's the matter, Joe, don't you like to come to school?" asked Coach Merten.

"Yeah, that's O. K."

"Don't you like basketball practice, then?"

"Sure, basketball is swell. It ain't that. It's the time in between comin' to school and basketball practice that I don't like."

Won't the trainers' supply people like to hear about this! It takes just thirty-six yards of tape to get Iowa's 310-pound tackle, Henry Luebcke, ready for a game, according to trainer Bill Frey.

When Purdue's Jack Brown takes charge of the ball in the backfield, almost anything may happen. He kicks with his left foot and passes with his right hand. He would sure be in a tangle if he forgot which was which.

Assistant basketball coach "Pops" Harrison of the University of Iowa came through with one the other night about his friend Charley Dunton, who coaches up in North Dakota. Coach Dunton had been asked if he stressed pass defense in his practice drills.

"Pass defense, hell," he answered. "The wind blows so strong up our way that we don't need any!"

Before you forget all about the baseball season, take a quick look at the high school scoring record of Solon, Iowa, and call the Cubs. In the two opening games of the fall season Solon scored forty-seven runs. Shueyville fell victim, 25-0, to the one-hit pitch-

ing of K. Hoffer in the opener, while Lisbon was turned back 22-2, by the two-hit pitching of L. Zinisek in the second. Each pitcher struck out nine.

From now on Coach Walter Henry of Colfax, Wash., will do his coaching from the bench. In order to show his boys just how the game should be played, he took part in a scrimmage session—for one play. Then his players carried him off the field with a broken leg.

It is reported that all four candidates for the position of quarterback on the Fredericksburg, Va., team are left-handed passers.

For five years Ankeny, Iowa, High School met all comers in football without losing a single game. The forty-three game winning streak, begun under Coach Archie Johnson in 1932 and continued through 1936 and 1937 by Coach Paul Rafferty, was broken by Redfield, 6-0, in the opening game this fall. The Ankeny victory total is believed to be one of the all-time records for high school football.

One of our first contributors, Ernie Savage of the Jacksonville, Ill., *Journal* relays a story that is making the rounds about C. E. "Fuzzy" Suther, Milliken University's new athletic director.

"This year Milliken has a youngster named Killebrew on its freshman squad. His father attended Milliken about twenty years ago and made the all-conference team as a guard. When writing to the university that he was sending his son there, the elder Killebrew suggested that possibly someone might remember the name. Suther chuckled over the letter when he realized that the elder Killebrew was a former teammate of his. But the final laugh was on Suther when the youngster declared that his father thought Suther had been killed in the World War."

If any midwestern or eastern team is interested in putting on a basketball show during the Christmas holidays get in touch with athletic director T. C. Bird, Hobbs, N. M. Former all-America forward "Chuck" Finley, who coaches the basketball team at Hobbs, expects to have one of the most colorful teams in the Southwest this season.

When mosquitoes win football games, that's news. Athletic director Al Lamb of Illinois College and his players tried to practice after a recent rain, but the mosquitoes swarmed down upon the exposed portions of their anatomy in such numbers that the whole thing had to be called off. It is claimed that the insects were powerful enough to drill through the clothing of the spectators.

The situation in Minnesota was equally as bad. The game scheduled between Luther College and Rochester Junior College had to be cancelled because of the Northwoods' pest.

Without question the most popular organization in Iowa is the "Knothole Club" which issues membership cards to all grade and high school youngsters who apply for them. The membership card and a dime or a quarter admits a boy or girl to any of the University's home games.

For several years now we have been hearing about the prowess of Coach Moore of Milton, Ill., as a narrator of sports stories, but so far we have been unable to get a rise out of him for "Coaches' Corner." Maybe this item will turn the trick.

List Ray Walters, Iowa swimmer, and Eddie Simonich, Notre Dame fullback, as just a couple of other boys who refused to pledge Phi Beta Kappa when they learned that they couldn't get board jobs at the chapter house.

Along the six-man front. The first game ever to be broadcast was put on the air over KMA at Shenandoah,

Iowa, recently. The competing teams were Prescott, Iowa, and Massena, Iowa.

A six-man clinic sponsored by the American Legion was held this month at Cedar Falls. Four Iowa high schools —Runnells, Woodside, Bondurant, and Melbourne — demonstrated the game in regulation contests. The coaches of the teams gave chalk-talks before the games and between halves, explaining the essential features of this fast-growing sport.

Most significant development of all, perhaps, is the interest being displayed in the six-man game by various junior college leagues in the Middle West.

See Taylor of the Des Moines Register reports the freak golf stunt to end all freak golf stunts.

"In an attempt to outshine Ferebee, Paul G. Redwick, Madrid, Iowa, recently played 18 holes at night, using a carbide lamp to find his ball. His score was 67. He used only a mashie and a putter on his round and his 13-year-old brother caddied for him." Who cares, anyway?

Thinking that the game was hopelessly lost, Larry Dale, Woodstock, Ill., mentor, told one of his freshmen, a big Swede farmboy, to go in at full-back. The boy, who had never seen a game before, asked what he was supposed to do. Larry looked at him, "Just carry the ball over that last white line down by those two iron posts, son. That'll give us a touchdown."

On the first play the big Swede intercepted an enemy pass and headed up the field for the goal posts ninety yards away. The eleven members of the other team bothered him some by hanging on around his legs and neck, but he kept right on ploughing. At last he put the ball down on the ground, shook his shoulders a little to get rid of the rest of the enemy, and leaned against one of the goal posts. When Coach Dale got there the boy was asleep. Larry shook him by the shoulder.

"I've made a touchdown. What should I do now?" the farm boy yawned.

One of the most bitter rivalries of long standing in Southern Illinois is that between Mt. Vernon and Centralia. For six straight years Mt. Vernon had been unable to win against Coach A. L. Trout's teams. In the seventh year Mt. Vernon was trailing at the half 21 to 6. In a whirlwind finish Coach Red Gragg's players, desperately fighting, won out, 26 to 23. Doubly sweet is victory after long defeat.

Art Driver, veteran Oregon, Ill., coach, is quite proud of the fine new gymnasium which has just been erected at his school, but he bemoans the fact that his football team must play all eight of its games this fall away from home.

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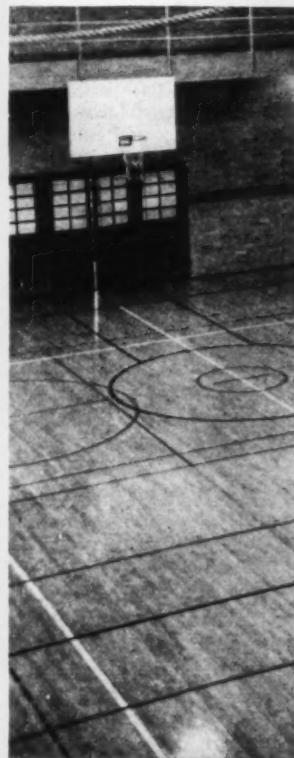


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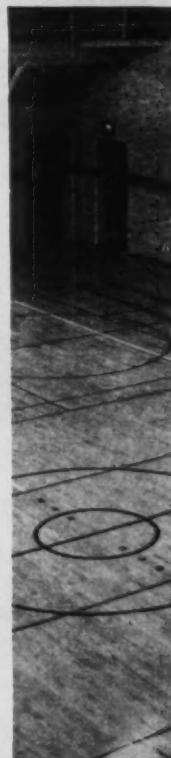


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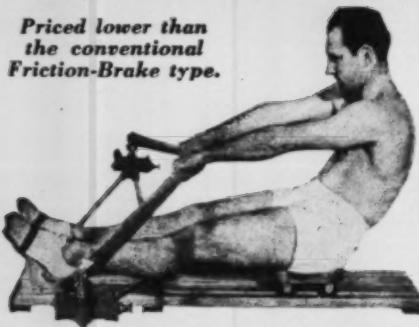
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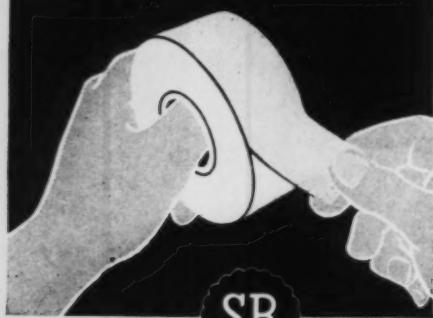


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Basketball Coaching Ethics

ANY game, whether it be an informal friendly parlor contest or a highly competitive athletic combat before thousands of spectators, must be governed by a set of rules to which the contestants conform either voluntarily or through fear of penalty. The players in the informal contest are prone to comply with the spirit as well as the letter of the rules because it would seem unfriendly to do otherwise.

Unfortunately, a different spirit often pervades our highly organized team sports: intense rivalry generates a desire to "beat the rules," to find loopholes whereby the obvious intent of the code can be circumvented without violating the letter.* However, in basketball the trend toward a higher level of sportsmanship is clearly evident. The following series of ethics prepared by the Ethics Committee of the National Association of Basketball Coaches reveals a willingness among coaches to assume certain responsibilities which the rules committee has attempted to carry. It reflects, moreover, a growing tendency to regard basketball coaching as a profession with definite ethical standards and high ideals.

1. Instruct your players according to the letter and spirit of the rules.
2. Insist that your players do not question the judgment decisions of a referee. In disputes covering misinterpretation of rules have your captain call time out and discuss in a gentlemanly manner with the referee the situation insofar as the rules cover it.
3. Treat the visiting team coach with the same friendly attitude that you would hope for when your team played on an opponent's court.

4. Secure honest and capable officials, preferably members of the National Association of Approved Basketball Officials. Do not attempt to intimidate them or talk to them prior to the contest regarding the faults of your opponents. It is advisable to stay away from the officials before the game and between the halves. There is no one more vitally interested in having a well officiated game than the official himself. A basketball official is called upon to make many judgment decisions and occasionally he will make mistakes. Usually, however, the average official does not make the number of mistakes that the average coach or player is guilty of during the course of a game.

5. The Coaching Ethics Committee of the National Association of Basketball Coaches intends making a National Drive to improve spectator sportsmanship. From the reports of our predecessors on this committee we find that the attitude of the coach on the bench either encourages good spectator and player sportsmanship or throws fuel on the fire of poor sportsmanship which the National Basketball Coaches

Association is attempting to eliminate. If the coach is in the habit of making uncomplimentary gestures every time the official calls a foul on one of his players, then you can be assured that the partisans of his team will voice loud disapproval of the decision. This condition sometimes leads to worse situations on the court as spectators exercise a tremendous influence in determining the sportsmanship attitude or the lack of it among the contestants.

6. The coach should make efforts prior to the opening of the season to encourage good spectator sportsmanship. This can be accomplished if the coach would request the college dean or the high school principal for permission to address one of the school assemblies prior to the opening of the basketball schedule. Notices in the school's weekly publication before the season opens is another medium, especially in large universities where it is impossible to contact directly all the students. Similar publicity in the local newspapers may help educate local fans who are not connected with the institution. The coach should stress the fact that it is unethical, unsportsmanlike, and ungentlemanly for a student or spectator to express disapproval in a vociferous manner the decisions of an official. The coach should also encourage students and spectators to regard the opposing team players as friendly rivals, who happen to be the guests of the institution, and not as hated opponents. The local rooters should refrain from making disconcerting noises when an opposing player is attempting a free throw or to boo an opponent.

It is advisable for coaches to seek the cooperation of other members of the faculty in helping promote good sportsmanship among the student body. A brief comment in a class or group by a teacher or professor, not directly connected with the athletic association, may help students practice good sportsmanship within their own school. Conduct at basketball games, as well as at other athletic activities, actually is the school's course in sportsmanship.

7. It is frequently necessary in a competitive sport like basketball for a player to mobilize all the skill, intelligence and courage at his command. If he is a genuine sportsman he will not stoop to anything below board in order to secure an advantage over an opponent endowed with similar ability and purpose.

8. Quite a few natural rival basketball games among various school and university teams are not scheduled because the athletic authorities feel that the conduct of partisan spectators would be too unruly.

9. Emphasize to your players that when any of them descend to unsportsmanlike conduct or action during the course of a basketball game, they indirectly bring discredit to the school and the entire student body.

*Oswald Tower, "Trends in Basketball," Official Basketball Guide.

Softball Rules Changes

After weighing a number of proposals for changes in the softball rules, the Joint Rules Committee voted favorably on only one major change for 1939, a change in the scoring rules which will permit a runner on third base to score on a wild pitch, a passed ball or on the throw-back to the pitcher.

The majority of the members of the rules committee felt that the fast, dazzling speed of the pitcher gave the defense too great an advantage over the offense, and passed the new piece of legislation with the expectation of balancing the scale more evenly.

The pitching rule, which has become something of a nightmare to the rules makers, was again modified at the last meeting of the Committee in Chicago. Softball pitchers have been using a delivery which was confusing to both the batter and the base-runner. The object of this pitch was to puzzle the batter as to the exact moment of release and at the same time encourage the base-runner to leave his base prematurely. The softball rules stipulate that a base-runner cannot leave his base until the ball has left the pitcher's hand.

Some pitchers at the national softball tournament were using a deceptive style of pitching. They would start their wind-up using a windmill motion, take a step forward toward the batter but instead of releasing the ball they would continue with several more revolutions of the windmill, thereby confusing both the batter and the runner. The Joint Rules Committee changed the wording of the pitching rule to make the pitcher release the ball simultaneously with the forward step toward the batter.

Equipment changes

There are several minor changes in the rules that concern equipment. It is now mandatory for the pitcher's uniform and other accessories to be of a solid dark color. This rule is necessary because white or other light colors on a pitcher under floodlights made it difficult for the batter to see the ball. The Committee ratified another clause which requires all catchers to wear masks. Female catchers, in addition, must wear a light chest protector.

According to the stipulations of another change, all tie or drawn games in the future will be replayed from the beginning but the players will receive credit for hits and assists in the tied game. The same rule is followed in organized baseball.

Other changes in the code follow: A bunted fly ball is not to be considered as an infield fly. If a base-runner is called out for leaving his base too soon the play on any preceding runner is not affected. This change was made to cover a force-out situation where no

(Concluded on page 38)

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Advice to Young Coaches

By Donald L. Tryhall

Donald L. Tryhall, coach at North Division High School in Milwaukee, Wis., is more familiar to Scholastic Coach readers as a diagnostician of the technical phases of basketball. His previous contributions were "Defense and the Fast Break" (Dec. 1937) and "Play of the Offensive Guards" (Feb. 1937).

THE transition from player to coach is even more sudden than the change from student to teacher. Unless the athlete majored in physical education, his knowledge of the profession is limited to what observations he may have made during his playing days. Consequently, upon entering the coaching field, the beginner faces a number of unanticipated problems such as the necessity for "wearing well," the trick of getting along with the boys and the need for cooperation with other members of the faculty and administration. The coach's success is often contingent on the manner in which he handles these problems.

Without ingratiating himself, a new man in the community may go out of his way to be friendly and congenial to the people he contacts every day. He must strike a happy medium in his contacts with the citizens of the community and maintain at all times the proper dignity connected with his position. The average town looks up to a new coach and often goes out of its way to make him comfortable. And once the coach is established as a friendly character, his success is almost assured. Where the downtown element or alumni group will go to bat for an affable type of coach, they will seldom do so for a recluse. After all, a coach's success isn't measured so much in games won or lost. It's in the reason why the community thinks the games were won or lost.

Starting the season

Almost every coach has different ideas on how to start the season and how to progress once the season is underway. When all the preliminary work has been cleared away, the practice sessions may begin in earnest. The coach's best judgment is forever being challenged in regard to the intensity of the early practice periods. It takes patience and laborious work to instill fundamentals, but there is a tendency to overtax the team early in the season. The divining coach will put his boys through a slow conditioning process while they are still drilling on fundamentals. He should be careful not to run them too much until they have built

up the necessary reserve. From the very beginning the boys should get in at least a half hour of both set-and free-throw shooting.

During the second week of practice the coach can introduce his offense and defense. The players should be so thoroughly drilled on attack that each boy should know where the others are on the floor at all times. The coach who attempts to install a highly complex offense is guilty of exercising poor judgment. So much time will be needed to perfect the intricacies of a complicated system that shooting, ball-handling and the other fundamentals are bound to suffer from neglect. It is wiser to select a simple offense, to teach it thoroughly and to rely on shooting ability and individual maneuvering to carry you through.

Selection of a defense

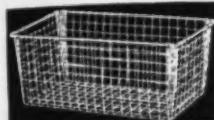
The boys like to play offense, but defense is a more difficult proposition. It is not enough to say "a good offense is the best defense"—the coach must spend just as much time on defense as he does on the attack. If the coach does not keep a close check on the squad, he may soon find his players neglecting the defensive phase of the game and playing a strictly offensive game.

The coach should select a defense that he is familiar with, that he has played and one that he knows how to teach. If he loses a game occasionally, he should realize that it wasn't through a shortcoming of the mechanical phase of the defensive set-up as much as it was due to the individual errors. What the defense needs then, is more polishing and practice. To change from one defense to another at any stage of the season is asking too much of a group of boys.

After selecting the style of offense and defense, work each one up through its component parts; that is, on offense take one phase of the entire set-up and work on it until the boys know it thoroughly. When they have mastered each part, the players can build up the entire sequence during scrimmage sessions. For example, one aspect of offensive practice may be a maneuver in which the guard passes to the forward, drives in and receives a return pass. In the follow-up drill, the guard may pass to the forward and drive in, but the forward fakes to him this time and passes to the other forward coming across the free-throw line.

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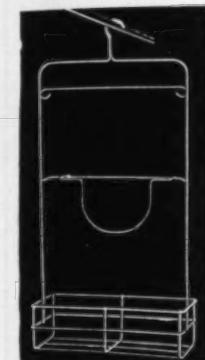
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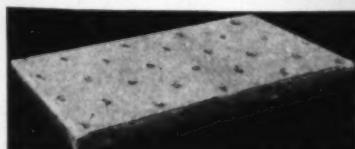
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When the boys have mastered the offense in its entirety, they must learn how to adjust themselves to peculiar defensive set-ups. If the opponents are playing a retreated defense, the guards should be alert to the fact that they must take plenty of long shots to draw them out and clear more of the area in the front-court.

Simple plays

Time must also be spent on out-of-bounds plays, center jump and jump balls all over the floor, each man getting an opportunity to practice jumping. Here again it is wise to select only simple plays so that they can be learned in a short time without involving any complications. On plays for any phase of basketball, it is the method of execution that counts rather than the mechanical set-up. The ability of a player to fake a shot and dribble by his guard will often score as many points for the offense as a system involving one or two pivots, several passes and a shot. The most simple offense is usually the most successful, if all it does is to free a man for a set shot. Whether the opening materializes by faking, blocking or speed makes no difference in the result.

Coaching is a slow, laborious process. Basketball players cannot be made over-night. It takes time to develop a player. We must be careful in teaching certain phases of the game to the boy not to overtax him or he will become lost in a maze of technicalities. Systematic, common-sense practice will fully equip the players to win their share of games in direct proportion to their experience, shooting ability, individual cleverness, and the relative strength of the opponents.

Sportsmanship Award

The Touchdown Club of New York City, composed of former college football lettermen who still retain a constructive influence in the game, will announce next month the recipient of the first annual Touchdown Club award to the individual who has made the outstanding contribution of permanent value to the game of football during the year.

The award is not based on outstanding playing ability or victorious coaching records, but rather on acts of outstanding sportsmanship, efforts to increase the safety of players or to improve the game technically, etc.

The Touchdown Club Award Committee will welcome any recommendations or nominations for the 1938 Award. These suggestions should be sent to the Award Committee, in care of Scholastic Coach, 250 East 43 Street, New York, N. Y., on or before Nov. 19.

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Softball Rules

(Continued from page 35)

force-out could be made if the runner on first was called out for leaving his base too soon.

The Joint Rules Committee on softball consists of 16 men from all sections of the United States. It is a legislative and rules-making body only. It has nothing to do with the internal affairs, policies or administrative problems of leagues, tournaments or associations. The men on the committee represent national organizations which have been interested for years in the promotion and development of this fast-growing sport.

The members of the rules committee for 1939 follow: C. B. Brewer, Detroit, Mich., chairman; E. W. Johnson, St. Paul, Minn., vice-chairman; A. T. Noren, Elizabeth, N. J., secretary-treasurer; H. G. Johnson, Detroit, official interpreter. The members at large include: Leo Fischer, Chicago, Ill.; A. O. Anderson, St. Louis, Mo.; Jack Elder, Chicago; Arthur Williams, New York City; Ross Bunce, Detroit; K. M. Cowen, Roanoke, Va.; C. W. Davis, Berkeley, Calif.; W. L. Hakanson, Denver, Colo.; and others.

LeRoy N. Mills

Football lost one of its most able technicians on October 9 when LeRoy N. Mills, the game's foremost authority on kicking, succumbed to a heart attack on University Field, Princeton, N. J., while awaiting a conference with members of the Princeton team. Kicking footballs had been a hobby with Mr. Mills ever since he left Princeton in 1903, at the conclusion of his sophomore year, to enter law school. For more than 30 years he had passed almost every weekend—fall, winter and spring—at some school or college teaching players how to make footballs go where they would do the most good. Smoking a pipe and wearing white knickerbockers, the Mount Vernon (N. Y.) lawyer would stand in midfield and boot ball after ball out of bounds inside the five-yard line.

His crusade to keep the foot in football started modestly in the Westchester Community (N. Y.) high schools. His fame grew as his pupils went on to college, and his reputation became national with the success of Frank Carideo of Notre Dame, a Mount Vernon boy whose crafty kicking helped win a national championship for the late Knute Rockne. Mr. Mills later carried his theories to Penn, Yale, Army, Dartmouth, Princeton, Notre Dame, Northwestern, Navy, and many others.

He refused to accept pay for his services, and was content merely to have his traveling expenses met by the colleges which had summoned him. Mr. Mills never sought to publicize his theories until urged to do so in 1931, when his book, "Kicking the American Football," made its first appearance.

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(Continued from page 5)

move in unity—all carry out this philosophy. To be a good citizen means to obey instantly, and blindly. In other words, the group is everything—the individual nothing.

In contrast to this, we have what I would like to designate the "I" groups where freedom of the individual is a gospel. Any limitation upon the individual's acts is often interpreted as limitations of freedom. We hear about freedom of speech, freedom of the press, and academic freedom, all of which gives the impression, to many people, at least, that freedom means not only saying and thinking what one believes, but doing practically anything one wants to do, regardless of the extent to which that doing interferes with another person's freedom. Yet in reality the freedom to swing my arm stops where my neighbor's nose begins. This has not been thoroughly understood. This lack of understanding of the meaning of freedom has made us one of the lawless nations of the world. Many young people taking theirs from their elders have a tendency to totally disregard all law and, may I add, all ethical codes. This apparently is their concept of freedom. Such a concept will ultimately destroy all freedom. The countries where such license is taken will feel the strong arm of the dictator, and in which the dictators are the lesser of two evils. Order must be maintained even at a price.

Fortunately, we do not have to accept either of these absolutisms—the absolutism of the "I" or the absolutism of the "we." The middle course is democracy, and it is in democracy where the fundamental freedoms are allowed the individual—to speak and to write and to think, to have his side heard by a jury, and to preserve all that has been set forth in our Bill of Rights. At the same time, freedom of any one individual must be limited. Exercise of one's freedom must not interfere with the freedom of one's neighbor. This always means that where an individual lives in a group or embraces the benefits that come from group life, he must at the same time give up some of his own so-called "individual rights" where they come in conflict with the best interests of his group. This middle path—democracy—is a difficult path to tread. It requires many individual judgments, but it seems to many of us that it is the only safe path.

The athletic team offers the ideal situation for educating young people to live in a democracy. Citizenship situations in the state and in games have many common elements. The game, in fact, is a play situation where rules and regulations are established. Each individual has a voice in the establishing of these rules and regulations, and impartial individuals are called upon to interpret them—we call these individuals umpires or officials. There are penalties for those who violate minor or major rules. There are certain per-

sonal characteristics necessary for good team membership. From this standpoint a game offers an ideal character education situation in which habits and actions of young people may be conditioned. In this game situation, the group is not the whole—it must depend upon strength of the individual. The individual must depend upon the strength of the team work. Real strength is where the two elements work together. As Kipling has said, "The strength of the wolf is the pack, but the strength of the pack is the wolf."

On the other hand, the athletic team situation offers the unscrupulous leaders (coaches, principals, and other school officials) an opportunity to do lasting harm—in other words, to teach or instill just the opposite of character education. This is not a mere surmise. It has too often been put into practice. Whenever the leader wins by violation

of classification of rules; by facial expression or intimation encourages violation of same in order to win games; whenever the leader, knowing situations to be wrong, fails to speak out against them, the athletic game becomes an emotionalized opportunity for establishing the trends of undesirable citizenship.

Wherever tremendous pressure is placed upon teams to win; when the members are brought before the assembly and given "winning" talks by principals, superintendents, representatives of the Chamber of Commerce or the Rotary Club; wherever players feel that they may be humiliated, there is a real danger in the situation. There is a danger of putting the pressure on so high that the great mass of young people (or might I say also older people) will violate the group customs to win. Those who direct athletics are playing with high explosives. They may use these high explosives to blast the Panama Canal or they may use them to destroy lives. The choice rests squarely on the shoulders of the person who touches off the fuse.

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ON PAGE 40 OPPOSITE THIS SPACE ARE OTHER LISTINGS AND FORM FOR SIGNATURE

They Like the New Rules

By Ray Hanson

Ray Hanson, director of physical education and athletics at Western State Teachers College, Macomb, Ill., is chairman of the press committee of the National Association of Basketball Coaches.

BAKEETBALL today has achieved tremendous popularity; it is the one sport that is included in practically every high school and college athletic program. Not only are there more players actively engaged in basketball than in any other sport, indoors or out, but it also draws the most paid admissions annually.

The rules makers have played an important role in elevating the sport to its present status. When stalling tactics threatened to rob the game of some of its speed about ten years ago, the National Basketball Committee drafted the rule which forced the attacking team to cross mid-court within ten seconds after obtaining possession. The three-second rule was put into the book to throw a monkey wrench into the grooved offenses which featured a big pivot man in the free-throw

lane under the basket. These two changes saved the game as a spectator sport, and together with the elimination of the center jump last year has really put basketball on a par with any other sport.

The ten-second rule provoked a lot of discussion, but it was mild compared to the criticism which enveloped the elimination of the center jump. John W. Bunn, Stanford coach, Pierce "Caddy" Works of the University of California at Los Angeles, and Sam Barry of the University of Southern California were really the prime movers behind the latest revolutionary change.

The southern division of the Pacific Coast Conference have been playing without the center jump for four seasons and are sold on it from every angle. A survey of the Big Ten coaches on the subject proved they are 100 per cent for it: McMillan of Minnesota, Cappon of Michigan, Norgren of Chicago, Lambert of Purdue, Dean of Indiana, Mills of Illinois, Lonborg of Northwestern, Foster of Wisconsin, Olsen of Ohio State, and Williams of

Iowa. Numerous other coaches in the Midwest also favor the new rule including Brown of Nebraska, Edwards of Missouri, Chandler of Marquette, Robertson of Bradley Tech, and such well known high school men as Archie Chadd, Cliff Wells, and A. G. Haussler.

George Keogan of Notre Dame is a trifle conservative, and thinks the game is better with the jump in. He characterizes the present game as Civil War basketball—"shoot and run."

The Western Conference has a rule relative to time-outs which should be adopted by all colleges and high schools. It provides for a full two-minute time-out, and if you substitute within that time it is not charged against you. This has lengthened the average time of a game from one hour and ten minutes to one hour and twenty-eight minutes.

The writer has contacted ten college coaches in the South, and they are in favor of the elimination with Rupp of Kentucky, Gullion of Tennessee and Mundorff of Georgia Tech claiming it to be the finest thing that ever happened to the game. In the East, Dr. H. C. Carlson of Pittsburgh, one of the game's most colorful coaches, believes no ill effects will come of the more strenuous play, provided the boy is in condition. Some others in the East who are in favor of the new game are Bee of Long Island University, Jordon of Amherst, Hickox of Springfield, Kahler of Brown, Cowell of Dartmouth, and Keaney of Rhode Island State. It is true that at first there was opposition from a number of high school coaches who feared the new type of game was too hard on the growing boy, but their fears were allayed after the first month's play. A number of high school principals and college administrators were interrogated recently and they also approved of the new legislation. If there were any proof that the new rules are detrimental to the young men playing the game, these men would be the first to call for a change.

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